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INTERNATIONAL JOURNAL OF ACADEMIC LIBRARY AND INFORMATION SCIENCE

ARTICLES

Full Length Research

Information Seeking Behaviour and Need among Undergraduate Students of the College of Management Sciences, Bells University of Technology. Ota, Nigeria: A Case Study

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The study focuses on information seeking behavior and needs of undergraduate students of the College of Management Science (UCMS), Bells University of Technology, Ota. Nigeria (BUTON) as a case study. The study adopted a descriptive survey research design and the population of study consists of four hundred and twenty (420) purposefully selected UCMS. The Undergraduate 1nformation Seeking Behaviour and Needs Questionnaire (UISBNQ) was the research instrument used for data collection. Findings revealed that UCMS need information to pass examinations and test, coursework and assignment, health and football, personal development and general reading, hence majority visit the BUTON University Library (BUTONUL) regularly to use its resources. The search strategies employed are browsing and using internet resources (92.4%), lecture notes and reading list (82.4%), in addition to using databases CD-ROM and the library and its resources (62.3% and 61.4%) respectively. It is however, revealed that, seeking assistance from library staff and librarian recorded 32.4%. While, the challenges faced in seeking information includes non-conducive physical environment of the University library (75%), poor searching skills (80%), limited computer terminals and internet access (70%). Based on the aforementioned findings, it was recommended that undergraduates should be trained on how to search for information and they should continually seek assistant from library staff. Additionally, unlimited computer terminals, internet access and improved physical condition of BUTONUL is to be ensured by its management.

Keywords: Information seeking, Needs, undergraduates, Bells University Library, Bells University of Technology, Ota, Management Sciences

INTRODUCTION

The Chambers Concise Dictionary and Thesaurus (CCDT, 2003), defined information as knowledge gained or given and the act of given and receiving knowledge. In the same vein, in the academic library environment, the knowledge cum facts gained and or given from varied sources by and or to students with the use of print and non-print resources could be termed information, while the act of given and receiving such information to students with assistance from librarians could also be referred to as information services. The critical nature of information makes it a strong pillar that must be utilized by undergraduates in order to realize a sustainable knowledge and academic development progress; especially as the current civilization could hardly be imagined without information, knowledge and innovation (Ríos-Ortega, 2014). Thus, the provision of accessible and usable information is vital for making informed academic decision by undergraduates. It is also extremely needed to bring about active teaching, learning, research, studying skills cum behavioural changes among information seekers and users.

Accordingly, previous research in this area had focused more on academic and research related information seeking behaviour and use of information by students (undergraduates and postgraduates), faculties (lecturers and Researchers), legal education (lawyers etcetera) as attested to in reviewed literature. (Pun, Hong, Kim, 2017; Ali, 2017, Srivastava and Tiwari, 2016; Nadzir, 2015, Urhiewhu, Eyisi and Eyisi, 2015, Natarajan, 2012, Tahir, Jawad and Mohammad, 2008). Accordingly. Aslam and Seher (2018), opined that undergraduates as users of libraries are the significant components. The identification and fulfillment of library users needs was also discovered to be the objectives of all types of libraries, especially academic libraries. Conclusively, academic libraries and other types of libraries must understand the information-seeking behavior of their users in order to re-engineer their services and provide information efficiently.

CONCEPT OF INFORMATION, INFORMATION NEED AND INFORMATION SEEKING BEHAVIOUR

The term information has been defined by different researchers. To some it is processed data, however, the major difference between data and information lies in the forms, format and process undergone by such data. Hence, data refers to unprocessed raw attributes or symbols that can undergo transformation processes. As pointed out by Towolawi and Adeyemi (2010), organisations rely on data-driven decisions to evaluate and improve. The same is however, applicable to academic libraries. Thus, Towolawi, et al (2010) cited Adebowale (2008) and Ogundipe, Lucas and Sanni (2005), to define data as raw facts, unassembled and frequently unrelated symbols. Thus, information has also been generally referred to as "interpreted data" . In the cause of interpreting data however, literature pointed out that the same data might have different interpretations and different individuals might associate different meanings to the same data. Literature also affirmed that, information can be produced from data through manual and automated process (Callaos and Callaos, 2002) Thus, from reviewed literature, information is defined as organised data that is useful and meaningful to the recipients. Therefore, Information to undergraduates can be defined in terms of its value and usage, especially when it add value and meaning to their academic attainment. Hence, information is that, which can tell the students things not known in relation to improving their academic attainment and satisfying their quest for knowledge (Patel and Chaudhari 2017; Tian-quig, 2011)

Nevertheless, information need is a term used in variety of ways by researchers, it connotes purposive needs, demands and wants of library users (in this case undergraduates) to satisfy a set goal. Thus, Chinnasamy (2016), described information need as evolving from a vague awareness of something missing. And this vague awareness culminate in change in behaviour and attitude. Hence, library user strive to locating information to meet their needs in order to contribute to and or have more understanding and meaning of a phenomena and or using such to take care of an identified knowledge cum information gap.

In contrast however, Information Seeking Behaviour (ISB) refers to human behaviour with respect to searching various sources, and channels to source for information (Chinnasamy, 2016). In the context of this study therefore, information seeking behaviour connotes steps taken during the information and knowledge seeking, gaining and searching process. It is also the observed changes and activities engaged in as exhibited by students during the information and knowledge seeking, searching and receiving process. All these, in addition to all strategies used in searching various sources and channels of information within and outside BUTON and BUTONUL culminates into ISB. The information and knowledge however, can be for leisure and or for academic purposes. The terms, information seeking behaviour, information search behaviour/ attitude and information use behaviour/ attitude is used synonymously with ISB. However, some identified factors which affect ISB of students according to literature includes disciplines, academic levels, cultural background and Intuition (Tahir, Jawad and Mohammad, (2008). Subsequently, ISB is a purposive search for information as a consequence of an identified need gap to satisfy some goals by interacting with various information sources (Patel and Chaudhari, 2017). Similarly, as submitted by Joshi and Nikose (2014), they are the activities a person engages in after

identifying the existence of an information need. The duo cited Kakai, et al., (2004) to further explain that information-seeking behavior is an individualized way and manner of gathering and sourcing for information for personal use, knowledge updating, and development. They reiterated that, the Information-seeking behavior of students, researchers, and faculties have been the focus of enquiry for decades as user studies and pointed out that, Information-seeking behavior differs among different user groups (Okonoko, Uche and Ejiro, 2015).

From the aforementioned, it becomes germane that academic libraries understand the information needs of its faculties and students in order to address such needs (Fishers, 2015). Thus, Information behaviour encompasses information seeking as well as the totality of other unintentional or passive behaviors of information users, as well as purposive behaviors that involves searching, browsing and seeking to satisfy an information gap. Natarajan, (2012), citing Case (2002) and Krikelas (1983), opined that ISB are the activities of an individual that is undertaken to satisfy perceived needs, it is continuous and involves searching, locating and using information for an information need. ISB also involve all the activities a person(s) may engage in after identifying a need for information (Sellan, and Sornam, 2018).

Therefore, ISB is all activities, outcomes and consequences involved in the search, location and utilisation of information and or knowledge to satisfy identified needs and goals of individuals (Manjunath and Babu, 2018). In the course of seeking for information, here as in the case of the Bells University of Technology, Ota. Nigeria (BUTON) Undergraduates in the College of Management Sciences (UCMS), interact with print and electronic information systems (such as those in the BUTON, University Library (BUTONUL). These resources include books and journals, newspapers etcetera and or with computer based systems, databases and virtual library, namely: ebookCentral academic complete virtual library, web-based and stand alone resources, internet to meet their academic and other needs. Nevertheless, the idea to carry out this study was borne out of the curiosity to understand the information needs and Information Seeking Behavior (ISB) of UCMS, BUTON and also to ascertain their observed seemingly ISB towards the use of information services and resources of the BUTON University Library (BUTONUL) by the researchers. Although, several research had been carried out in multifarious studies on information seeking behaviour and information needs of students, none had focused on Undergraduates of the College of Management Science (UCMS), Bells University of Technology, Ota, Nigeria (BUTON), Ota campus. Thus, this research aims to investigate the ISB and needs of UCMS, BUTON.

THEORETICAL FRAMEWORK

Marcia Bates Berry-Picking Theory (1989) utilised by Hassan, (2017), provided a strong direction for this study.

The model suggested that individuals pick information, the way berries are picked here and there, then move on to another bush and pick berries and over time, they have a basket of berries, but they came from a variety of places. This connotes that information-seeking behaviour arises as a consequence of a need perceived by an information user, who, in order to satisfy that need, makes demands upon formal or informal information sources or services, which result in success or failure to find relevant information. If successful, the individual then makes use of the information found and may either fully or partially satisfy the perceived need or, indeed, fail to satisfy the need and have to reiterate the search process. The model also shows that part of the information seeking behaviour may involve other people through information exchange and that information perceived as useful may be passed to other people, as well as being used (or instead of being used) by the person himself or herself. Consequently, as earlier authors have argued, the limitation of this model, is that it does little more than provide a map of the area and draw attention to gaps in research: it provides no suggestion of causative factors in information behaviour. Thus,, UCMS, BUTON pick information from a variety of sources and gather them together into a unified whole of some kind for their academic attainments. This suggested that, information needs of UCMS, BUTON can be satisfied by the series of information that UCMS, BUTON acquire during the information search process within BUTON, its library and outside the library. (see figure 1)

OBJECTIVES OF STUDY

i. To identify the information needs of UCMS, BUTON
ii. To determine the information searching strategies employed by UCMS, BUTON
iii. Determine the library visit pattern of UCMS, BUTON
iv. Investigate challenges are associated with the ISB and needs of UCMS, BUTON.

RESEARCH QUESTIONS

Research Question 1: What are the identified information needs of UCMS, BUTON
Research Question 2: What are the information searching strategies employed by UCMS, BUTON
Research Question 3: What is the library visit pattern of UCMS, BUTON
Research Question 4: What challenges are associated with the ISB and needs of UCMS, BUTON
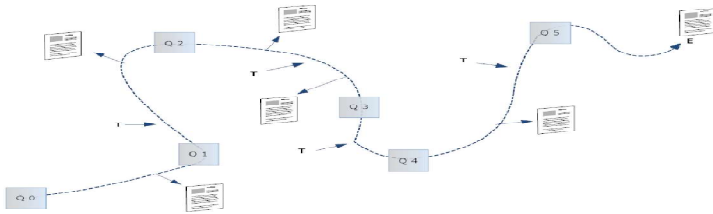
Figure 1.
Bates' Berry picking Information Retrieval Model. The focus is the sequence of searcher behaviors,
which continually shift after gaining new information. Q = Query, T = Thought, E = Exit. Every new piece
of evidence, of information here in the form of documents leads to reformulation of the search direction (Q) and to a new
conception of the domain of thought (T). Adapted from Bates (1989).
(Sources: Hassan, 2017)

SCOPE OF STUDY

This study concentrated on investigating the information seeking behaviour and needs of Undergraduate students of the College of Management Sciences (UCMS) in the first private University of Technology in Nigeria. The scope of the study was limited to Bells University of Technology, Ota, Nigeria (BUTON) undergraduate students of the college of management sciences only. The fact that these sets of undergraduates were observed to be regular users of the library and its resources, they are easier to be observed and reached for use as representative sample of all undergraduates of Bells. Ordinarily, it would have been appropriate to include students from other colleges of the University in the study in order to be able to compare their information seeking behaviors and needs. Additionally, the time and cost involved in such endeavor are the limitation of the study.

LITERATURE REVIEW

   According to Urhiewhu, Eyisi and Eyisi (2015), information is an essential part of all facets of life. The trio argued that information is such an important raw material, that its acquisition and understanding is germane in decision making, policy formulation, as well as implementation for growth and survival. Reliable information according to them, is the cornerstone for building the awareness, expertise and practical strategies necessary to improve the world we live in, in terms of health, physical, technical, mental, social and scientific development of humanity (Urhiewhu, Eyisi and Eyisi 2015 citing Adetoro, 2010).
   To undergraduate student, adequate information is a prerequisite to decision making and knowledge acquisition. Thus, Rajesh, Sivasubramaniyan and Kalpana (2018), opined that for every student, there is always a need to obtain relevant information. Thus, to Rajesh et. al., the information seeking behaviour of students help student in updating their knowledge, refining their attitudes, developing skills and performing better in their academic excellence. As such, it is implied that, information seeking helps in reducing the degree of students uncertainty in academic environment. The term has been widely and increasingly used, but without a clear meaning. Subsequently, Callaos and Callaos (2002), submitted that Information systems cannot exist without information and yet there is no secure agreement over what information actually is, despite fact that, it is one of the most used concept. Hence, the duo concluded, that different disciplines provide diverse meanings for information. Literature attested that information need is lack of appropriate information on which to base choice that could lead to benefits or services to improve people's well being (Natarajan, 2012). Meanwhile, libraries are established in universities to provide needed information in support of teaching, research and community services (Maina, Masese, George and Makwae, 2017). Thus, the general purpose of an academic

library is to provide relevant and up- to-date resources with a view to satisfying the information needs of its users. Maina, et al (2017), submitted that the availability of all forms and types of information resources in academic libraries are highly imperative to meet with the information needs of different categories of users in the parent institution of libraries. However, the trio argued that high cost of information resources, services and related problems have made libraries to be inadequate in meeting the information needs of its intended users.

Yadav, (2017) investigated the information needs and information seeking behaviour of female aborigines of Mirdha, Bowri, Sawutal and Dumka, who worked in the tea Plantation of Lakhipur. In the study, he discovered, that, lack of information resulted in creating health and education problems for the female tea laborers. In his conclusion, he highlighted factors such as illiteracy, language differences, work overload and lack of library resource as barriers crippling the female population of Lakhipur tea garden. In his conclusion, he recommended a three-fold channelization of information as a necessity to solving the health and educational 1 needs of the laborers.

Similarly, Pun, Hong and Kim (2017), in a case study investigated the information seeking nature of first year students in two universities in Korea and in California State University, Fresno, a university in the United States. The trio provided a general overview of first year students information seeking behavior from different perspectives by applying visual techniques of photo-voice and ethno-mapping. The techniques used created a fuller picture of the first year student experiences in using the library and their information seeking behaviour. Pun et.al (2017) discovered that, first year students often confront new sets of cultural and academic expectations when they enter college. They noted that, the students faced difficulty during transition to the University and reiterated that, they need to learn new values, skills, language and norms to become successful academically. The reasons adduced include being the first in their families to attend college and often searching the library for specific materials but not knowing where to begin. The trio reported, that fresher's find out about the library through their lecturers or friends.

Likewise, Chinnasamy (2016), in a case study investigated information need and seeking behaviour of engineering college students in Madurai and he discovered undergraduates utilise the library for preparing for examination by using the printed resources more than other types of resources. Conclusively, Udo and Jonathan, (2016), also carried out a study on Library and Information Services for Rural Community Development in Africa: Problems and Prospects. The duo found out that residents of rural communities need information on: health related matters, problems of daily existence, occupational concerns, government operations, education, religious matters and recreational. Thus, Udo et.al (2016), submitted that information play important role in almost every human activity and its value cannot be overemphasized. Thus, UCMS, BUTON visit the University library always to seek for information and utilise its resources, and they are also observed to always use the internet and the university library resources. Are the students really taking advantage of the existence of the internet on campus and the resources of the library, to prepare for examination, assignment, general reading or for social activities? Do students have search strategies they utilise to get needed information?. What are their information seeking behaviour and needs like? These are some of the question this study is set out to answer. Furthermore, the dearth and paucity of literature on user education study of this nature among Undergraduate Students of the College of Management Sciences, Bells University of Technology. Ota, Nigeria necessitated this study. In addition, it is expected that the outcome of this study will benefits not only the students, but also lecturers in the faculties of management Sciences in Nigeria. The study will also provide information on the information seeking behaviour of students in specialised institutions across the globe and help to make generalization in polytechnics and other institutions of higher learning and perhaps assist in the proposition of a model for a more general framework. Therefore, without an enquiry and a research of this nature, it become difficult to determine the Information Seeking Behaviour and need of Undergraduate Students of the College of Management Sciences in the first private University of Technology in Nigeria, Hence, it is against this backdrop, that, this study was embarked on contributing to the scarce literature available on undergraduate Information Seeking Behaviour and Need in Bells University of Technology, Ota, Nigeria

METHODOLOGY

A descriptive survey research design was adopted for the study. The study investigated information seeking behaviour and needs among undergraduates of the College of Management Sciences (UCMS), Bells University of Technology, Ota. Nigeria (BUTON). The instrument used for data collection was the Undergraduate Information Seeking Behaviour and Needs Questionnaire (UISBNQ). Data were there after tabulated and analyzed using descriptive statistics such as frequency and simple percentages. The population of study comprises of 420 undergraduate students of the College of Management Science (UCMS), BUTON, who were purposively selected among 200, 300 and 400 level students of the College of Management Sciences. These set of students were observed to have high information needs; they were also observed to visit the library regularly to always utilise and make enquiries at the circulation Unit of the library and to seek

Table 1: Distribution of Respondent by Department and Programme of Study

Department/Programme of Study	Frequency	Percentage
Accounting	148	35.2
Economics	120	28.6
Human Resources Management	84	20.0
Project Management	18	4.3
Marketing	16	3.8
Finance & Banking	14	3.3
Business Computing	10	2.4
International Business	10	2.4
Total	420	100

Table 2: **Information Needs of .UCMS, BUTON**

Variable	Frequency	Percentage
Examination and Test	407	97%
Course work and Assignment	395	94%
Health and Football	368	88%
Presentation	367	87%
Personal/Self Development	336	80%
General Reading	336	80%
Group Discussion	315	75%
Tutorial	294	70%
Social Activities	294	70%
Scholarship	231	55%
Seminars and Workshop	221	53%
Others	120	29%

information. A structured standard questionnaire was adopted as instrument for data collection. The questionnaires were distributed to the students as they come to the BUTONUL for a period of two semesters, especially during library visit hours; and as they come to utilise the library resources and to make enquiries. The porters and library Assistant are the research assistant used for the distribution and collection of the instrument.

Table 1 shows the distribution of respondents by department and programmes of study. Majority of respondents are undergraduates from the department of accounting, Economics and Human Resources Management, with 35.2%, 28.6% and 20.0% respectively. This is followed by Project Management, Marketing and Finance and Banking Students with 4.3%, 3.8% and 3.3%, while Business computing and International Bossiness undergraduates each with 2.4% respectively came last. This table speaks volume in relation to UCMS who frequently visit the Library to seek for information.

RESULTS AND DISCUSSION

Research Question 1: What are the information needs of UCMS, BUTON?

In order to identify the information needs of UCMS, respondents were asked to state the reasons why they seek information. Table 2 revealed the Identified Information Needs of UCMS, BUTON

Table 2 shows the information needs of UCMS, BUTON, From the table, majority of respondents need information on examination and test, course work and assignment, health and football, presentation, personal development, general reading and group discussion as attested by 97%, 94%, 88%, 87%, 80%, 80% and 75% responses respectively. Social activities, scholarship, seminars and workshop also form part of the respondents information need as indicated by 70%, 57% and 29% of undergraduates respectively. Figure 2 is a column chart of the information needs of UCMS, BUTON

Research Question 2: What are the information searching strategy(ies) employed by UCMS, BUTON?

To determine the information searching strategies employed by UCMS, BUTON, respondent were asked to indicate search strategies used to get needed information.

Analysis of result on Table 3 speak volume on the information search strategies engaged by UCMS, BUTON. Majority of the respondents 388 (92.4%) browse and use the internet and its resources, 346 (82.4%) use lecture notes, 294 970.0%) ask their fellow student question when they need information, 262 (62.3%) use databases and CD-Rom search and 258 (61.4%) use the university library and its resources. Infact all strategies were employed to get needed information by UCMs, BUTON. It is however observed, that, respondents do not seek assistance from library staff and librarians as attested to by 136 (32.4%) of respondents. This result is contrary to the submission of Inglis (2005), that turning to librarians for help as a natural human response and the essence of library services in the 21st century as a spirit of collective and cooperative action.
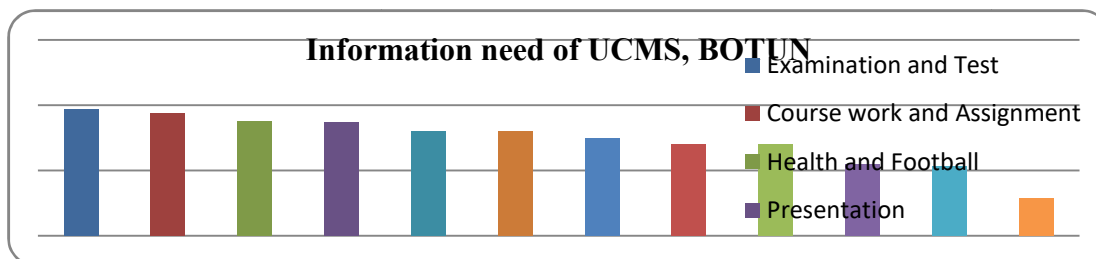
Figure 2

Table 3: Information searching strategies of UCMS, BUTON

I search for information by	Frequency	Percentage
Browsing &Using Internet and its Resources	388	92.4%
Using lecturers notes	346	82.4%
Asking my fellow students	294	70.0%
Using Databases & CD ROM Searching	262	62.3%
Use the University Library and its resources	258	61.4%
Using E-books and Journals	242	57.6%
Using shelf guide to locate and consult library materials (Print)	241	57.3%
Using Online Reference Materials	220	52.3%
Seeking Assistance from library staff & librarians	136	32.4%

Table 4: University Library visiting pattern of UCMS, BUTON

Frequency of Use of the BUTONUL	Frequency	Percentage
Always	177	42.1
Most times	126	30.0
Sometimes	84	20.0
Rarely	26	6.1
Not at all	7	1.6
Total	420	100
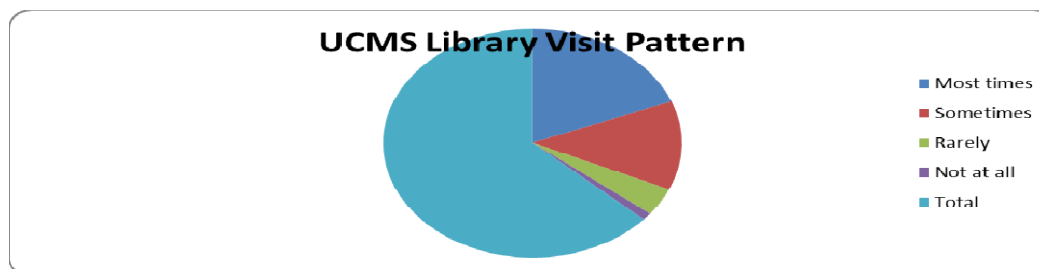
Figure 3: BUTONUL Visit Pattern

Research Question 3: What is the University library visit Pattern of UCMS, BUTON?

In order to ascertain the visit pattern to the BUTONUL, respondents were requested to indicate their frequency of utilisation of the Library.

Table 4 indicated that majority, 177 (42.1%) always visit the BUTONUL, 126 (30.0%) visit most times, 84 (20.05) sometimes and only 26 (6.1) and 7(1.6) use it rarely and not at all. The analysis of this result reveal that majority 92.1% of respondents (42.1, 30.0 and 20.0) utilise the BUTONUL. Thus, respondents visiting pattern to BUTONUL is as shown in figure 3:

Table 5: The challenges associated with the ISB and needs of UCMS, BUTON.

Associated Challenges	Frequency	Percentage
Information explosion on the internet	375	85%
Poor Searching skills	336	80%
Non conducive Physical Condition of the library	315	75%
Limited computer terminals and internet access	294	70%
Incomplete lecture notes	252	60%
Lack of time	227	54%
Inadequate knowledge on the use of library shelve and cataloogue	210	50%
Non challant Attitude of library staff	202	48%
Network fluctuation	105	25%

Research Question 4: What challenges are associated with the ISB and needs of UCMS, BUTON.

Table 5: showed that 375 (85%), 336 (80%), 315 (75%) and 294 (70%) of respondents identified information explosion, poor searching skills, non-conducive physical condition, limited computer terminals and internet access as major challenges associated with information seeking behavior of UCMS, BUTON respectively, while 252 (60%) and 227 (54%) on incomplete lecture notes and lack of time. Inadequate knowledge of use of library shelve and catalogue recorded 210 (50%), 202 (48%) indicated non challant attitude of library staff and 105 (25%) indicated network fluctuation as some of the numerous challenges facing undergraduates in their quest to seek for information to meet their needs in Nigeria libraries.

CONCLUSION AND RECOMMENDATIONS

Based on the findings of the study, the followings are recommended:

Firstly, BUTONUL to add more health, personal development and general reading information materials and resources to its library collections and create the database of past question papers and lecture notes which is to be made available and accessible or added to the open educational resources of the university for undergraduates access.

In addition, it is recommended that unlimited computer terminals and internet access be made available at the university electronic library and the training of undergraduates in the development of adequate information retrieval and searching skills cum provision of shelf guides is a sine qua non.

Similarly, all undergraduates are enjoined to keep up the habit of regularly visiting the university library and to always seek assistance from library staff and librarians. Finally, improvement on the physical environment of the University library by BUTON management is suggested.

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Full Length Research

Home and School Factors as Determinants of Acquisition Rate of Reading Skill among Primary Education Pupils in Nigeria

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The study determined the extent to which some home and school factors influence the acquisition rate of reading skill of Nigerian primary school pupils. Three pertinent questions were raised and answered in the project. The study adopted ex-post facto survey design as there was no direct control or manipulation of the variables. The sample comprises of one thousand and eighty (1080) pupils who were randomly selected from two states of the federation. The pupils' parents, head teachers and class teachers were also involved in the project. Two validated instruments prepared by the researcher were used for the project. The results showed that the six variables contributed 53% altogether to the prediction of acquisition rate of reading skill among the pupils. The pupils': teacher ratio however made the largest contribution of 17.0%; followed by parents' education attainment 9.1%; learning resources available at school 8.06, school location 7.6, parents' occupation 5.8% and educational facilities available at home 5.5% in that order. Recommendations for viable counseling packages aimed at improving acquisition rate of reading skill among pupils in Nigeria were given to stake holders including parents, teachers and education policy makers.

Keywords: Reading, Reading Habit, Acquisition Rate, Home and School Factors.

INTRODUCTION

Reading is generally acknowledged as one of the most effective ways the knowledge base of any nation can be increased. Nations that read well, rule the world, as much valuable information are documented in texts. Reading is only access to it. Reading according to Hornby (2000) means to look at and understand the meaning of written or printed words or symbol. It can also be seen as a unique human activity that is characterized by the translation of symbols or letters into words and sentences that communicate information and mean something to the reader. The reader seeks to understand the meaning of a written text; evaluates its significance and uses it to enhance personal knowledge, effective or pleasure. Ability to read makes one an erudite, and to the nation, a developed country. Reading does not have age barrier. In fact, reading takes place from cradle to the grave.

Every child is supposed to be fully competent in reading to succeed in school and discharge responsibilities as a citizen of a country. Reading is the foundation of much enjoyment in life and is closely related to vocational efficiency. Pupils, students and employees in every field must read to keep abreast of what is happening in their fields. They must

rely on written or digital words to convey information and data. Ability to read well is absolutely critical to success in life.

Ogbonna (2013) described reading as the only form of entertainment that is also an essential life skill. Reading is a skill that must be nurtured from a child's earliest years or else the child will not read well (poor reading habit).

Poor reading habitdevelops in a child when that child knows how to read, but was not supported to reach a full potential as a reader. Many things can be responsible for decline in reading skill. Among them are technological advancements that have brought about overall changes in homes, social and economic conditions. Poor reading habits occur in children and adults because reading, in African countries, are not considered a relevant leisure activity as it cannot be compared with interactive activity on the internet. Nigeria is one of the African countries characterized by poor reading habit.

Child up-brining is not a one man's job. It is a contributory responsibility of the family, school and the society, no wonder the popular saying that a child is for everybody and "The seed of indiscipline is planted at home, watered in the school and harvested by the society.

It is quite unfortunate that many parents are not exposed to the hidden treasures in reading. Many parents are willing to spend more money on junk food than to buy educating materials for their children. The few that few that are willing to buy, spend more money on school textbooks and not too much money on story books and comics for children. The child gets a lot of exposure, understands his culture and his environment when literary books are read.

Reading culture can be imparted in children early enough through lullaby, songs, toys, music, and choice of television programs, use of libraries, resource center, and book clubs. The school management should plan that information skills be taught in primary schools. Information skill includes all the techniques pupils can use to find information for themselves. These skills can be divided into selecting, locating and using information. Selecting and locating information involves being aware of different libraries and other sources of information, and ability to use a library well.

A pupil needs to understand the knowledge classification system, be able to use different types of catalogues, be able to locate the appropriate shelf and be able to identify a book or other type of information source by its title or subject. Being able to use the information effectively is as important as finding it. Once pupils have found the appropriate information in a book using contents and index pages, they will need to make a plan of work, devise appropriate questions, pick out the main facts and ideas, make notes, organize the materials and write up the notes. Again, if pupils are trained to use information skills, they can develop the ability to direct their own learning so that they become lifelong learners. This training can be acquired via home, school, society and other factors.

A critical survey of literature has shown that some home and school variables such as parents occupational background (Idowu, 1991;Odinko2002) parents' educational attainment (Comer &Haynes, 1991; Rogan 1998;Lawani 2004), educational facilities available at home (Entwisle & Alexander, 1998;Ndukwe 2002) School physical surrounding (George 2010; Grant 2005; Marsden 2005; Bello2011), learning resources available at school (Ayodele&Folayajo, 2001) and teacher pupils' ratio (Ogunwuyi 2000;Okpala, Onocha, Ayodele & Folayajo 2001). Play an important role in the academic achievement of pupils and could thus positively influence the retention and possibly increase the acquisition rate of reading skill among primary school pupils. However, to the best knowledge of this researcher, no previous studies had identified the order and strengths of the interaction between the identified home and school variables on acquisition rate of reading skill among primary education pupils in Nigeria.

STATEMENT OF THE PROBLEM

It was observed that, at the university levels Nigerian students still struggle with reading skill acquisition. This led to their total dependence on teachers note for their academic success. Poor performance is always the result which is not healthy for individual and national development. There is therefore, a need to introduce and monitor reading skill at primary school level. This will enhance learning that will have lasting effects on the individual and the society at large. The study sought to determine the extent to which some home (parents' occupation, parents' educational attainment, educational facilities available at home and school factors including school location, learning resources available at school and teacher-pupil ratio) provide explanation for acquisition rate of reading skill among primary education pupils in Nigeria.

Specifically, the study provided answers to the following questions:

1.   To what extent would the home and school factors when taken together predict acquisition rate of reading skill among primary education pupils in Nigeria?
2.   What is the relative contribution of each of the factors to the prediction?
3.   What are the significant pathways through which the factors cause variation in acquisition rate of reading skill among primary school pupils?

METHODOLOGY

Research Design

The study adopted an ex-post facto design as there was no direct control or manipulation of the variables.
Population: The target population comprises all primary six pupils in the Nigerian public elementary schools.

Sample: A multiple-stage sampling procedure was adopted for the research. A total number of one thousand and eighty (1080) pupils together with their parents, head teachers and class teachers were randomly selected for the research. Thirty-six schools from two states of the federation (Plateau and Kwara) were purposely selected based on the following criteria:

i.   The schools must be public (Government) schools and must have reached primary six.
ii.   The schools must have been presenting pupils for common entrance examination for the last five years.

Letter was personally delivered to these schools requesting for their participation in the project.

Instruments:

Two main instruments used for the study are:

1.   School factors Questionnaire(SFQ)
2.   Pupils Home Background Questionnaire (PHBQ)

School Factors Questionnaire (SFQ)

This questionnaire sought information from head teachers and primary six teachers. In section A, respondents were to state the class taught, the location of their schools whether urban or semi-urban, number of pupils in their classes, teachers' qualification and years of teaching experience. In section B, a list of the different types of teaching resources was provided. They were to indicate whether they were available or not available and to indicate the quantity available. In section C, they supplied the information of the primary six pupils that acquired reading skill for the past five years.

Scoring of SFQ

In the teaching -learning resources, items available are scored 2 while those not available were scored 1.

Validation of SFQ

SFQ was administrated to 20 primary six teachers outside the sample size and the cronbach alpha was computed to determine its reliability and internal consistency. The standardized alpha value obtained was 0.696, which implied that the instrument was reliable.

Pupils' Home Background Questionnaire (PHBQ)

   The PHBQ sought general information about the pupils' class, gender and ages in section A. in section B, the parents' educational background options were listed and pupils were expected to tick the correct ones for their parents.
   These include: no formal education, primary education, secondary education, Grade II, certificate /O.N.D. /N.C.E., H.N.D/First Degree/Masters Degree/PhD, others specify. In section C, a list showing the different categories of occupations of the parents was listed.
   These includes housewives, artisan (carpenter, bricklayer, tailoring etc.), trading /business, civil service/teaching/officers in the force/private sector employers etc. in section D, various educational facilities at home were listed. Pupils were expected to provide information whether these resources were available or not available in their various homes. These resources include: books(library), Newspapers, magazines, Radio, Television, Audio CD/VCD, Video Machine, Computer Games, Internet, Others.

Scoring of PHBQ

In section B of PHBQ, the different parents' educational background were scored as follows: no formal education, 1; primary education, 2; secondary education, 3; Grade II certificate/OND/NCE, 4; HND/First Degree/Masters Degree/PhD, 5. Section C of PHBQ was scored as follows: Housewife, 1; Artisans e.g. Carpentry, tailoring / farming, etc. 2; Trading / Business, 3; Civil Service/Teaching/Officers in the Force/Private Sector Employers (Bankers, Insurance etc., 4. In section D, Books/Newspapers/Magazines were Scored 1; Radio, 2; Television, 3; Audio CD/VCD/Video Machine (VCR), 4; Computer/Computer Games, 5; Internet, 6.

Validation of PHBQ

PHBQ was administrated to 20 primary six pupils in twenty different schools outside of the sampled area. The cronbach alpha was computed to determine its reliability and internal consistency. The standardized alpha value obtained was 0.724, which implied that the instrument was reliable.

Data collection and Analysis

The instruments were administered directly to the subjects by the investigator and his research assistance. Data collection lasted for four weeks. Data analysis involved basic descriptive statistics like frequencies, means and percentages to quantify each of the variables. Multiple regression of a stepwise procedure was also used to answer the questions. Furthermore, structural equations based on temporal order and experiences of the research were formulated to guide the running of the regression, so as to get the standardized partial (path) coefficient.

FINDINGS AND DISCUSSIONS

Research Questions one:

To what extent would the home and school factors taken together predict acquisition rate of pupils reading skill?

Table 1 shows the result of the regression of the six homes and school variables on *acquisition rate of pupils reading skill*

From the table 1, the multiple correlation of all the six variables with the acquisition rate is .728 giving a R^2 (**R square**)of .530. The six variables when taken together could therefore explain 53.0% of the variance in *acquisition rate of pupils' reading skill*. This shows that there are several other important factors which may or not be school and /or home factors that are also responsible for *acquisition rate of pupils' reading skill*. The six variables in this study, nevertheless are contributing as much as 53% altogether to the prediction of *acquisition rate of pupils' reading skill*. The remaining 47% source of variation in acquisition rate could be from other variables like peer group influence (Adebusuyi 2002), head teacher's quality (Obanya and Okpala 1984) frequency of parents 'teachers' association (PTA) meeting (UBE,2002), e.t.c which these scholars asserted to have so much influence on pupils achievement in primary school.

Research Question Two: What is the relative contribution of each of the variables to the prediction?

   From table 1, it can be seen that each of the variables contributes significantly to the *acquisition rate of pupils' reading skill*. Parents Occupation **(X_1)** is contributing 0.058 equivalents of 5.8% to the variance in acquisition rate of the reading skill of the pupils Though in the stepwise analysis of the multiple correlations, the variable was taken last, it is still singularly contributing a little more than educational facilities at home**(X_3).**
   Parents education attainment **(X_2)**is contributing 0.091 (91%) to the variance in acquisition rate. An educational facility at home **(X_3)** is having a singular contribution of 0.055 (i.e. 5.50%) to the prediction of *acquisition rate of pupils' reading skill*. The contribution from this variable relatively is the least among all the six variables considered in this study.
   School location **(X_4)**as a variable is contributing a variance of 7.6% (0.076) to the *acquisition rate of pupils' reading skill*. The learning resources available in respective school **(X_5)** is also having a singular contribution of 0.08 (8%)on the *acquisition rate of pupils' reading skill*. It can be seen that the learning resources provided by the school is even more

important than the location of the school concerning *acquisition rate of pupils' reading skill*. The pupil-teacher ratio **(X_6)** is having the largest contribution 17.0% relatively to the rate at which pupil acquire reading skill. Conversely from the standard partial coefficient this large Contribution is in the negative direction. The bigger the rate, the less the pupils *acquisition rate of pupils' reading skill*.

Research Question Three: what is the significant pathways through which the variables cause variation in the acquisition rate of pupils' reading skill?

Table 2 shows the Multiple Regressions of the Intra-Relationship among the home and school variables while Table 3 shows the paths and paths coefficient among the variables. The standard partial coefficients of the six homes and school variables in respect of the acquisition rate (shown in table) are included in table 3 as equivalence of standard paths coefficients (B).

Implications and Recommendations

The findings of the study reveal the degree of the influence which some home and school factors exert on *acquisition rate of pupils' reading skill* in Nigeria. These revelations have implication for parents, practicing teachers as well as policy makers as highlighted below:

Parents

The result of this research has shown a positive link between parent occupations, parent educational attainment as well as educational facilities at home and *acquisition rate of pupils' reading skill*. Parent should therefore make effort to improve educational status as the case may be. Informed parents are more likely to assist their children in overcoming confusion and frustration brought about in the school programme. Parents should seek and receive sufficient information and opportunities to share with their children. Parents should also keep in touch with their children teachers regularly and attend parents meeting and open day as

Table 1: The stepwise regression of home and school variables with *acquisition rate of pupils reading skill*.

	Independent variables	Multiple R	R^2	Singular Contribution	Standard Partial Coefficient	F-Ratio
1	X_6	.412	.170	.170	-.462	102.30
2	X_2	.511	.261	.091	.141	164.54
3	X_5	.584	.341	.080	.104	56.92
4	X_4	.646	.417	.076	.464	48.50
5	X_3	.687	.472	.055	.154	111.34
6	X_1	.728	.530	.058	0.34	76.01

KEY/NOTE: The variables are parents' occupation **(X_1)**, parents' educational attainment **(X_2)**, and educational facilities available at home **(X_3)**, and school location **(X_4)**. Others are learning resources available at school **(X_5)**, and teacher-pupil ratio **(X_6)**.

Table 2: multiple regressions showing the Intra-Relationship among the home and school variables.

Dependent Variable	Independent Variable	Multiple R	R^2	B	B	F
X_3			.200 .295			
	X_1	.447		.0184	-.007	20.48
	X_2	543		.041	-.0011	101.12
				(49.786)		
X_4			.173 .280			
	X_1	.416		-.1835	.213	45.73
	X_2	529		.0313	.113	79.33
				(22.756)		
X_5			.218 .362			
	X_4	.467		-.4301	.154	12.22
	X_6	602		.2600	.229	1.865
				(94.958)		
X_6			.004	-.0489		
	X_4	.066		(68.002	.029	20.48

well as other school functions as when invited. They should ask their children question about school on a daily basis and assist them in their school work.

Educators

Educators should be parents friendly, they should arrange activities such as orientation visit for parents and children, provide parents with verbal and writing

Table 3: The paths and paths coefficient among the variables

Paths	Standard Paths Coefficient	Significance (>0.05)
P_{71}	.034	Not significant
P_{72}	.141.	Significant
P_{73}	.154	Significant
P_{74}	.464	Significant
P_{75}	.104	Significant
P_{76}	-.462	Significant
P_{31}	-.007	Not significant
P_{32}	-.0011	Not significant
P_{41}	.213	Significant
P_{42}	.113	Significant
P_{54}	.154	Significant
P_{56}	.229	Significant
P_{64}	.025'	Not significant

information about school, provide opportunities for parents to be familiar with the staff, organizing social event that could involve parents, teachers and children before and after commencement of school. Educators should also make the school rich in play materials and ensure that the school environment is attractive and conducive to learning.

Policy Makers

The fact that the class size, availability of learning resources as well as school location have some casual influence on *acquisition rate of pupils' reading skill*has major implications for educational policy makers and administrators.

The smaller the class to a teacher, the more the *acquisition rate of pupils' reading skill*. So also, the more the learning environment is conducive stimulating and attractive to children the more they would like to remain in school. It is therefore recommended that accreditation/monitoring teams should ensure strict adherence to specified requirement in terms of class size, availability of play materials etc. in the primary school. There is also the need for continuous monitoring of primary school programmes to ensure psychologically stimulating environment for pupils in order to encourage better *acquisition rate of pupils' reading skill*. This in essence would promote the goals and objectives of universal basic education programme in Nigeria.

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Full LengthResearch

Libraries: Infinite Possibilities For Development

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Building an ideal nation requires a holistic approach. All facets of human activity must be harnessed while all indices of nation building must be taken care of. In doing this, all academic and professional disciplines are involved. Libraries are not exception. This paper looks at various types of libraries and their basic functions, their roles in national development and in particular, how library services can be used to translate development goals to reality.

Keywords: Libray, Development, Education, Development Goals.

INTRODUCTION

Education is conceived as a powerful tool which is instrumental in bringing about the desired changes on the social and cultural life of a nation. Mankilik, (2017) explained that education helps cushion high rate of literacy effect, emancipate the individual from the shackle of ignorance, equipping them with cognitive skill to induce development and make them aware politically, economically and socially. This kind of education can only be attained through teaching, which is directly anchored on library services.

Information and a conducive environment of its free flow is a vital tool in all forms of human endeavour (Achitabwino,2007). It is the link pin of national development. For a nation to develop, it needs to have and provide relevant, updated and adequate information on all the government development goals such as food security, good health, education, youth empowerment, gender equality etc. Libraries are there for proper management, provision and dissemination of such information.

The word "library" seems to be used in so many different aspects now, from the conventional to the digital library aspects. Haruna (2017) described library as `custodians of information in all formats`, while Agbo and Onyekweodiri (2014) referred to library as the `heart of an institution, the mind of a society, the only effective repository of knowledge, the racial memory, a live depository of cultural past, a sustained of the intellectual activities that anticipate the future`. In *The Librarian's Book of Lists* (ALA, 2010), George Eberhart offers this definition:

A library is a collection of resources in a variety of formats that is organized by information professionals or other experts who provide convenient physical, digital, bibliographic, or intellectual access and offer targeted services and programs with the mission of educating, informing, or entertaining a variety of audiences and the goal of stimulating individual learning and advancing society as a whole.

The Library as an institution is a collection of books and other informational materials made available to people for reading, study, or reference. However, library collections contains everything one needs to progress. Contemporary libraries maintain collections that include not only printed materials such as manuscripts, books, newspapers, and magazines, but also art reproductions, films, sound and video recordings, maps, photographs, microfiches, CD-ROMs, computer software, online databases, and other media. In addition to maintaining collections within library buildings, modern libraries often feature telecommunications links that provide users with access to information at remote sites

Aina, L.O, Mutulu, S.M &Tiamiyu, M.A (2008).

In all these definitions, the central mission of a library are to collect, organize, preserve, and provide access to knowledge and information. In fulfilling this mission, libraries expose users to the best source of information, whether it's a book, a web site, or database entry. The library preserves a valuable record of culture that can be passed down to succeeding generations, provide people with access to the information they need to work, play, learn, and govern.

Like in division of labour, libraries are classified according to the services they render to their users for efficiency. School library takes care of information need of users under pre-tertiary institution such as nursery, primary, and secondary schools with the mission of contributing to the intellectual development of pupils and students.

Special libraries take care of big corporations and industries by serving them the needed information to achieve their aims and objectives.

Academic libraries are varied and distinctive as the institutions they serve. They include college libraries, polytechnic libraries and university libraries. Academic libraries are to aid academic and research programs.

Public libraries were established to make every member of the community to get their desired information needs. They also have varied responsibilities, ranging from promotion of individual development, commerce, technical progress, and social and cultural advancement.

The National library is official repository of printed works, a general access library: information –bibliographical centre and a centre of coordination, planning and stimulation of the entire library system of the nation. The national Library service has been championing the provision of relevant information materials to different communities through the establishment of rural libraries with the element of supporting adult literacy as well as helping in the establishment of an informed society. Through such small libraries, people who were deprived of information are capable of reading and writing.

Importance of the Library

Libraries play a great role in the support they offer to the education sector. It is an irrefutable fact that without libraries, there as well can be no universities hence the creation of professionals` drought. All professionals, whether graduates or not, are capable of utilising their skills through the knowledge they acquired through books from conventional or digital libraries. Lawyers safeguard the flow of justice and foster constitutional developments; teachers support literacy campaigns; doctors support health issues, the list is endless.

Another essential role of libraries is propounding and propagation of a political ideology for national development and cohesion. Effective citizen action is possible only where citizens know how to gain access to information of all kinds and have the skills to become responsible and informed participants in democracies. This is especially so as e-government evolves. Libraries offer real and virtual civic spaces where citizens can speak freely, share similar interests and concerns, and pursue what they believe are in their public interest.

Development

Development has been defined variously, according to people's point of views. Some scholars see development as normative and synonymous with progress, others see it as multidimensional, involving changes in structures, capacity and output. Others still see development in terms of the growth and mastery of the natural environment by man. Thus development of any society today has come to be measured by its socio-economic, political and technological advancement. Agbo and Onyekweodiri (2014) agreed with Mimiko (1998) that development is a process implying deep and double changes in social structure in the functioning of institutions and in the cultural values of great masses of people. Aremu (2003) in his own view sees development as a process of enhancing the productive forces of a country for the actualization of more prosperous and meaningful life for all its citizens. Thus, development emphasizes growth or advancement, with a positive cultural and socio-economic tendency towards a self-generating and self-perpetuating utilization of people`s potentials.

Development is important to the growth and sustenance of any nation. A country is said to be developed, when it is able to provide qualitative and sometimes quantitative life for its citizenry. Nigeria has not been able to engender (produce) meaningful development in spite of her huge human and natural resource endowments. This has greatly affected her quest for improved quality of life of her citizens. Poverty, unemployment, and starvation still pervade the nook and cranny of the country.

Access to timely and useful information is a fundamental human right that can break the cycle of poverty and support sustainable development. Libraries, therefore seems to have the impetus to further development by helping people get the information they need to address every problem.

Library, As Engine of Development

It was observed that some people believe that libraries are so abstract that it cannot have any impact on people`s practical life. Such people believe that libraries are irrelevant to development. This is because, they are ignorant of what library is all about. Their philosophical views of library as a profession is ` a building with information resources`, they believe that marketing is not an aspect of librarianship, that librarians can only work in the library and that cataloguing, indexing, classification and user education can only be performed within the library. They fail to realize that library is the intellectual wealth of the world. In fact,the presence of libraries in a society will certainly enhance positive human activity in that society through different services of the library. Ezeala (2012) argued that a country`s educational system could be as strong and as weak as the library resources that support that system. This is because the library is the only place in many communities where people can access information that will help improve their education, develop new skills, find jobs, build businesses, make informed agricultural and health decisions, or gain insights into environmental issues. It further said that "Life without required information is like wallowing in darkness".

Libraries support development through the innovation and re-invention of their services. Innovation implies introduction of new things, ideas or ways of doing something that has been introduced or discovered while re-invention means, ability to present something in a new form or with a new image that has not existed before.

Improved services of the library are really impressive. It has made the library important development partners, both by providing access to information in all formats and delivering services and planned programmes that meet the needs for information in a society.

Access to information from the library according to Lyon Declaration on Access to Information and Development, supports development by empowering people to learn and apply new skills, like Internet search, Indexing and Abstracting, Cataloguing, Classification. ICT use, Research, Website design/Library software design, online book/journal publishing, and Electronic data entering skills; Make decisions and participate in an active and engaged civil society; Create community-based solutions to development challenges; Ensure accountability, transparency, good governance, and empowerment; Measure progress on public and private commitments on sustainable development. All that is required of the librarian is entrepreneurship characteristics like, Integrity, Focused, Unique, Change-compliant, highly determined and discipline with decent dressing.

Translating Development goals to reality through library services

Information promotes and empowers citizen's participation in the democratic process; it maintains the rule of law and creates a viable outlet for the injection of public opinion. Information informs the policy-making process of political leadership, all of which nurtures the building of sustainable peace for the enhancement of the country. If for instance, Nigerian government set goals to achieve in leadership tenure, the library can support all of them through different suitable information services.

Let's assume that **goal one** of a country is **Zero poverty**,

Libraries will support this goal by providing information on public access to information and resources that give people opportunities to improve their lives;

-     Training in new skills needed for education and employment;
-     Information to support decision making by governments, civil society, and businesses to combat poverty.

Goal two: Zero Hunger

-     Agricultural research and data on how to make crops more productive and sustainable
-     Public access for farmers to online resources like local market prices, weather reports, and new equipment

Goal three: Good Health and Well-Being

-     Research available in medical and hospital libraries that supports education and improves medical practice for health care providers
-     Public access to health and wellness information in public libraries that helps individuals and families stay healthy

Goal four: Quality Education

- Dedicated staff who support early literacy and lifelong learning
- Access to information and research for students everywhere
- Inclusive spaces where cost is not a barrier to new knowledge and skills

Goal five: Gender Equality

- Safe and welcoming meetings spaces
- Programmes and services designed to meet the needs of women and girls, like rights and health
- Access to information and ICT that helps women build business skills

Goal six: Decent Work and Economic Growth

- Access to information and skills training that people need to find, apply for, and succeed in better jobs

Goal seven: Clean Water and Sanitation

- Access to quality information and good practices that support local water management and sanitation projects
-
Goal eight: Industry, Innovation and Infrastructure

- Widespread existing infrastructure of public and research libraries and skilled library professionals
- Welcoming and inclusive public spaces
- Access to ICT like high-speed internet that may not be available anywhere else

Goal nine: Reduced Inequalities

- Neutral and welcoming spaces that make learning accessible to all, including marginalized groups like migrants, refugees, minorities, indigenous peoples, and persons with disabilities
- Equitable access to information that supports social, political, and economic inclusion

Goal ten: Sustainable Cities and Communities

- Trusted institutions devoted to promoting cultural inclusion and understanding
- Documentation and preservation of cultural heritage for future generations

Goal eleven: Peace and Justice

- Public access to information about government, civil society, and other institutions
- Training in the skills needed to understand and use this information

Developmental goals can go on and on; but, the ability of the library to supply information to solve the problem is infinite or endless.

Challenges

The greatest challenge to information provision by libraries to promote development is illiteracy rate. Others are poor reading habits, lack of resources, financial constraints, inadequate library services, poor distribution network of libraries and lack of viable publishing industries

CONCLUSION

Information is the link pin of national development" (Achitabwino, 2007). It is also a basic truth that no nation prospers

without information and no information can be properly managed and disseminated without libraries and librarian. So, In order to grow more efficiently in all aspects of societal development, countries must collect and provide access to adequate and up-to-date "information on the required áreas. In this regard, it is imperative that all hands must be on deck for the proper management, provision, and dissemination of information for national development.

RECOMMENDATIONS

It is recommended that the library needsadvocacy, support and recognition by the populace. To achieve this,government should include libraries in national development plans, partner and work with libraries to raise awareness about development goals and what they mean locally. This will enhance positive human activities for faster societal development.

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Full Length Research

A Comparative Study of Internet and Library Usage for Academic Purposes among Students of Federal University Lafia

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This research studied the level of usage of the Internet and Library for academic purposes among undergraduate students of Federal University Lafia The growing trend on Internet browsing among students and the use of Library necessities inquiry into the level of its usage, for there seems to be conflict between the time and effort devoted to positive educational uses of the Internet and Library. The research sought to find out whether students use the Internet mainly for academic purposes, whether the consult of the Library to read intellectual books or for other reasons and factors affecting the decision for using the Library over the Internet or the Internet over the Library. Educators and librarians have unique interest as regard to the information superhighway. Some believe that students should be given a map and allowed to zoom on to new horizons. Others are concerned that the rush to jump on the Internet will lead to traffic jam in education. The survey method was used in collecting data and 54 copies of questionnaire were administered using the systematic and convenience technique. And all the 54 copies of the questionnaire administered were useful in answering the research questions and objectives of the study. Findings from the research show that, the respondents have favorable perception of the importance of both Internet and Library use in relation to their academic activities although the preference of Internet over the Library was high. This is as a result of scarce and outdated materials in the Library. Based on these findings, it was recommended that there is need for professional development in the integration of Information and Communication Technology (ICT) into education and learning for better enhancement of the students' academic performance.

Keywords: Academic, Comparative, Internet, Library

INTRODUCTION

There seems to be growing concern about the potential effect to internet use on students generally; studies relating use and reading variables among undergraduates are not commonplace. The rapid growth of the internet over the years has emerged as the foremost source of disseminating information quickly to large audience, transcending the limitation of time and space. Basically,   internet offers two main benefits: communication and information (Warren et al, 2008 as

cited Munianly 2010).The information disseminated via the internet has implications for how it is used in education; and since students are among the popular users of information from the internet, the development of internet would be meaningless if it is not used appropriately in education. However, in spite of the benefits of the internet for education and learning, there is a growing concern as to whether the increasing number of hours spent by students browsing the internet limits the amount of time and effort devoted by them to the actual reading and study of the materials obtained from or outside the internet, mainly from academic libraries.

Reading is an attempt to absorb the thought of an author and know what the author is conveying (Leedy, 2006 as cited in Unoh, 2008). Many activities of ordinary life require the ability to read.it is practically through reading intellectual books from the library that people obtain knowledge. The library is an institution for collection of books and other information materials made available to enrich students understanding of   how language is used thereby improving their spoken and written language. It also enriches intellectual abilities and provides insight into human problems. This of course depends on reading the right type of books. To consider todays role and use of internet and library raises the question of its place in the modern Nigerian setting and particularly in the tertiary institutions. Forecasts of the demise of the printed books and the associated changes in the academic library have fostered valid questions about the continuing place of reading and print media in tertiary institutions which according to Deekle (2005). Writing on books, reading and undergraduate education, highlights the increasing interest paid to information technology by higher education and competition from radio, television, motion pictures, video and a changing campus culture. He recognizes a nearly universal expectation among information searchers and user of immediate gratification of a need for answers rather than in-depth understanding of issues that may surround the answers. Students accessibility to internet and library has continued to increase their sense of human thinking and enabled them to become collaborative and co-operative in their society. However, the purpose for its use and use and materials available in the two media: the library and the internet, has brought about its lapses in the last few years, going by the current information flow in higher institutions. This is probably the reason this study assumes that undergraduate students of the Federal University Lafia could be a rightly possibility in the use of internet and library to acquire academic knowledge, even though it is yet to ascertain which amongst the two is mostly utilized.

`As an academic institution, Federal University Lafia provides an orientation program for new students every session, which includes lectures on how to use the library and a conducted tour of the library. The library maintains a reference section to help the students and staff in providing ready reference and information services. After the establishment of Federal University Lafia in 2011, the center for Information and communication Technology was established with the aim of providing computing services to the University. The center has a pivotal role to play in promoting the academics and research programs undertaken by the University; and as a result staff and students are now able to browse with wireless whenever three's network. Thus, as the information Technology (IT) revolution rapidly unfolds, this role is likely to become even more important.

STATEMENT OF THE PROBLEM

It has been a concern in Nigeria on the possible effect to daytime and sometimes all-night internet browsing on reading time in the library among students especially undergraduates. With the growing trend of internet browsing, most of their time browsing the net for academic information and other information rather than consulting the library; probably due to outdated books in the library. The persistent problem of poor reading habits among Nigerian students has been attributed to major causes like listening and chatting culture, insufficient libraries, absence of appropriates reading materials and some environmental factors (Ogunrombi and Adio,2009). Whereas the internet offers information and systems of instructions that complement the traditional ways the students study and learn.

Some studies, for example, Oji (2007), have highlighted the growing incidence of students using the internet not necessarily for academic purposes, but for anti-social activities such as blackmail, fraud, pornography and so on. This probably explains why cyber cafes patronized by students in Nigerian cities and towns are often raided by law enforcement officials. With regards to this growing concern, Igun and Adogbeji (2007) found out in their survey that the postgraduate students of Nigerian Universities often studied to acquire personal knowledge and skills and to prepare for examination. This however, has led to a gradual development among less mature undergraduate students, for there seems to be conflict between the time and effort devoted by them to positive educational uses of the internet and the library. Hence, it is on this, the study emerges to examine the relationship between reading in the library and internet use activities of undergraduate students, with a view a ascertaining which amongst the duo (library and internet) is mostly utilized for academic purposes.

RESEARCH OBJECTIVES

This study is primarily aimed at comparing the current library and internet usage among students of Federal University Lafia. The Objectives however, are:

1.   To determine how often the students use the library and internet for academic purpose or leisure?
2.   To ascertain whether the students consult the library mainly for academic purpose or leisure?
3.   To ascertain which among the internet and library is mostly utilized by students for academic purpose.
4.   To find out the challenges students encounter in the use of internet and library.

RESEARCH QUESTIONS

This study shall be guided by the following research question:

1. Do students actually use the internet mainly for academic purposes or for their own leisure?
2. Do they consult the library mainly for academic purpose or for their own pleasure?
3. Which, among the internet and library is mostly utilized for academic purposes by students of the Federal University Lafia?
4. What are the challenges the students encounter in the use of the internet and library?

INTERNET AS A CONCEPT

The word internet is an abbreviation for International Network. This network results from a collection of computer networks that connects computers around the world. Internet has also been described as the information super highway. This network consists of computers of various sizes, computers in countries and regions of the world are linked through telecommunication systems. It revolves around connectively, interactivity or communication compatibility among the subsystems of the network system (Agbaje 2002). The internet uses the standard internet protocol suit (TCP/IP) to serve billions of users worldwide. It carries a vast range of information resources and services such as the interlinked hypertext documents of the World Wide Web and the infrastructure to support electronic mail. Most traditional communication media including telephone, music, film and television are reshaped or redefined by the internet, giving birth to new services such as voice over internet protocol (VOIP) and IPTV. Newspapers, books and technology are reshaped into blogging and web feeds.

Looking at the Internet from another angle, Ayo (2001) described internet as "A prowling collection of computer networks that spans the globe, connecting government, military, educational and commercial institutions as well as private citizens to a wide range of computer services, resources and information, thus reducing the world to a global village". The internet is bound to become an inseparable part without which the educational system cannot function any more. There seems to be an assumption that progress at all level; individual, national and international, can be hindered if there is no adequate use of the latest technology. Nationally and globally, progress is being judged against the level of the use of the electronic media.

The Internet as we all know today is a function of a direct effort by U.S defense researchers, who tried to communicate and link up with the use of computers. In 1960, a psychologist and computer scientist Joseph Likelier published a paper entitled 'Man computer symbiosis', which articulated the idea of networked computers providing advanced information storage retrieval. Precisely, the internet started in 1969, under a contract by the Advanced Research Project Agency (ARPA), whose major objective then was to connect four major computers at universities in the South-West to the United States. These first four computer network was up and running in December 1969. The core problem is creating a network then how to connect separate physical networks without tying up network resources for constant links. The technique that solved this problem is known as packet switching and it involves data request being split into small chunks (packets) which can be processed quickly without blocking communication from other parties; this principle is still used to run the internet today. This determination is as result of the cold war between the East represented by Russia and the West represented by the United States of America. It was a calculated effort through research to ensure dominance over the East.

With the successful implementation of the above objective and in realization of the benefits there of, the computer network of the base was expanded to include other networks for scientific research agencies, and some other networks

for covering the colleges and universities. These various networks were inter-linked so that researchers' scientist, government and students could communicate and exchange ideas across the network (Ayo, 2001). This effort by researchers, who were working with the United States Defense Department of Advanced Research Project Agency (ARPA) in the 60's resulted in the development of a system called (ARPANET) to share data using electronic media. The internet or what is called cyber space developed from it. Subsequently, other countries started using the internet. Nigeria, like every other country in the world on its first encounter with the internet had struggled to understand it seemingly overwhelming power-still is. But then, industry observers and experts who have keenly watched the country take its first baby steps in this direction say the growth so far had been phenomenal. In 1995, a year before these companies were registered a body known as the Nigeria Internet Group (NIG) had been conceived as a non-governmental organization with the aim of promoting and facilitating full access to the internet in Nigeria. Four years later, in May 1999 the Nigerian Communication Commission (NCC) in collaboration with the Nigerian Internet Group (NIG), organized an Africa Internet Summit (AFRINET "99), hosted by the Federal Ministry of communications. The summit, which took place at the ECOWAS secretariat from 11-13 May 1999, focused on sustainable development and utilization of the internet in Africa and sought to create a common forum where African internet practitioners can come together and discuss policy issues peculiar to Africa. The Nigerian Government then had been supported by United Nations Development Programme Agency UNDP/IIA in a US$ 1 million project to assist NITEL'S telecommunication training center.

The internet operates without a central governing body. However, to maintain all technical and policy aspect of the underling core infrastructure and the principal name spaces administered by the Internet Corporation for Assigned Names and Numbers (ICANN), headquartered in Marina del Rey, California is the authority that co-ordinates the assignment of unique identifiers for use on the internet, including domain names, Internet Protocol (IP), addresses, application port numbers in the transport protocols and other parameters. Thus, the internet is allowing greater flexibility in working hours and location, especially with the spread of unmetered high-speed connections and web application. The internet in general and the world wide web can now be accessed almost anywhere by numerous means especially through mobile internet devices like mobile phones, data cards, handheld game consoles, cellular routers etc.

LIBRARY AS A CONCEPT

A library is a collection of sources, resources and services and the structure in which it is housed. It is organized for use and maintained by a public body, an institution, or a private individual. In the more traditional sense, "A Library is concerned with the collection, processing, storage and dissemination of recorded information for the purpose of reading, study and consultation" (Aina 2004). In addition to provide the services of Librarians, who are experts at finding and organizing information and interpreting information needs?

Today's libraries are repositories and access points for prints, audio and visual materials in numerous formats including maps, prints, documents, micro form (microfilm, microfiche), audio tapes, CDs, Cassettes, videotapes, DVDs, video games, e-books, audio books and many other electronic resources and the internet. Modern libraries are increasingly being redefined as places to get unrestricted access to information in many formats and from many sources. They are extending services beyond the physical walls of a building by providing material accessible by electronic means and by providing assistance librarians in navigating and analyzing tremendous amount of information with a variety of digital tools. Education' and 'Library' are two inseparable concepts, both being fundamentally and synchronically (operating) related to and co-existent with each other. None of them is an end in itself; rather both of them are a means to an ultimate end. This inter-relation of one upon the other have been coming down from the birth of human civilization to the posterity through a process of evolution in accord with varied needs, changes and circumstances of various stages of human life.A good-well equipped library is essential for the intellectual, moral and spiritual advancement and elevation of the people of a community. It is an indispensable element of the absolute well-being of the citizens and that of a nation at large. People acquire education through certain institutions, schools, agencies, welfare bodies, museums and organizations, and library is the most outstanding of such institutions. The scope of a library as an effective aid to study and education is virtually numerous. According to Halsey et al (2008) there are different types of libraries:

1.   Academic library
2.   Public library
3.   Special library

Both of which contribute to education in various ways, the academic libraries comprises of school libraries, college

libraries and university libraries whose prime objective is to meet the academic needs of the particular institution for which it is created to serve. The purpose of a university library differs, in varying degree from that of a school or college library, the former adheres extensive and particular emphasis to research projects apart from the curricular needs of the institution. Besides aiding in the studies of children and assisting the teachers in their teaching and periodicals research, a school library is primarily concerned to pro-create an urge for reading amongst the children who here get a first had knowledge to use the library resources most effectively in their future career.

Libraries have existed for a long period, as far back as 6000 years ago. The beginning can be traced to the sumerians, who developed the clay tablets in which cuneiform signs and characters were used to record the activities of the government, temple and business. During the era of Assurbanipal, the king of Assyria (668-626 BC) was known to have collected over 30,000 tables on all subjects throughout his empire. The collections were found mainly in certain rooms in the palace at Nineveh. Later on, libraries were found in Egypt and instead of tables and clay as media of information, rolls made up of papyrus were used as medium of recorded knowledge. The recorded knowledge in papyrus used in ancient Egypt covered many subjects including agriculture, government, poetry and medicine. There was also evidence of ancient libraries in Greece. But the best know of these Aristole's library and the Alexandrian library. The Romans as a result of spoils of war also had a share of ancient libraries. Many of the spoils of war brought to Rome by roman Legions included books and private collections. (Aina 2004).

During the medieval era in Europe, Christianity and Islamic religion played a dominant role as it expansion depended upon wider knowledge of religious documents. (Aina 2004). The desire to have knowledge and the increasing spread of education, coupled with the invention of movable types by Johannes Gutenberg, accelerated the growth of libraries in Europe. Hand copying of manuscript was discontinued, as printing was done on paper with the movable types (Aina 2004). Also, libraries were developed at an exponential rate in the United States of America during the modern Era. Many private collections were developed which later metamorphosed to University libraries. For example, John Harvard's personal collection was library of congress. The collections were in many disciplines including law, farming, sciences etc. During this period various types of libraries emerged in the United States of America, among which is the American library Association established the library Journal that assisted in the promotion of libraries. (Ojo-Igbinoba 2005).

In Africa, Nigeria to be precise, the recognition of the need for need for library is as old as the Nigerian history. The first library, which was called "town library", according to Oyegade, Nassarawa, and Mokogwe (2003) was founded in 1879. Among its objectives were the maintenance and the establishment of books and materials to lend the public for self-improvement. The investment in libraries by early Christian's missionaries in Nigeria showed the importance attached to library services, including public lectures. When the university college Ibadan affiliated to the University of London was set up in 1943, there was a strong emphasis on the maintenance of a good university library. At its establishment, Ibadan University College had inherited the small library of the Yaba Higher college in 1948, in addition to the 18,000 volumes of the Henry Carr library, which the Nigerian colonial government had purchased in 1946 (Wrong and Harms,2009). A book collector Azikiwe was reported to have assembled over 40,000 volumes in his private library, not to mention thousands of pamphlets, journals, memorabilia, and government documents. The library had served as an important research center to scholars in diverse fields, especially historians, political scientists, biographers and constitutional lawyers. One of the prominent libraries that have emerged in the present day Nigeria is the National library of Nigeria, which came into effect in November 1964 with the enactment of the National library Act of 1964 and headquarters in Abuja. Prior to the passage of the National library act, a series of educational conferences conducted in Ibadan, had laid the intellectual basis for the creation of a network of libraries funded by the government to provide accessibility of educational materials to Nigerians (Enyia 2002)

A library is not, however, merely a conserver of the past event, experiences and knowledge. "The preservation of the physical object called the book", for example, may not be important in itself. What is important is for the library to transmit to the incoming generations the ideas which the book contains. Through the instructional staff of the academic institutions the knowledge and ideas conserved by a library are refreshed, put to use in the education of youth who are to be leaders in society and workers in the field of research, and then the libraries become vital aids directed towards the expansion of man's fund of knowledge.

Thus the libraries have an essential and close bearing upon the advancement and learning at all levels for all the times to come.

THE ROLE OF INTERNET IN EDUCATION

The internet provides an excessive amount of information across various disciplines, including education. Internet usage has the potential to improve the quality of education. This is supported by Laurillard (2002) who postulated that

"computer base learning can increase understanding of theoretical and critical concept". The value of the internet for educational purposes was further supported by Charp (2000) as cite in Muniandy (2010), who taught students to learn, work, communicate and play". The internet revolution is not just limited to finding information but also to fostering relationships, that brings people together. Muniandy (2010) in his research findings on the academic use of internet among undergraduate students outlined the following functions of internet in education:

1.   Store house of information
2.   Communication without boundaries
3.   Online interactive learning
4.   Electronic/ online research
5.   Innovation in the new world
6.   Improve interest in learning

7.   Global education and
8.   Information catalogues

STORE HOUSE OF INFORMATION

The internet is described as "sea of information" containing texts which are not housed between libraries or bookshop wall and subject areas span across all fields of knowledge. It contains information from all fields of Endeavour's which students from all academics fields can have access to at any time. This is supported by Ray and Day (2008) as cited in Edem (2010) who posit that the internet has greater potential for desirable information, is a faster means of accessing information, provides access to a wider range of information; provides access to electronic journals, enables access to multiple file at once; provide access to information from home, and give more satisfactory answers to queries than library staff.

COMMUNICATION WITHOUT BOUNDARIES

The internet is a mechanism for information dissemination and a medium for collaborative interaction between individuals and their computers without regard for geographic limitation of space. According to Ureigho et al (2006), the internet is a ' live' constantly 'moving', theoretically borderless, potentially infinite space for the production and circulation of information. As an effort to make communication global without the limitation of space, Google the leading search-engine provider then in December 2004 as revealed in Campbell (2006), made as astounding announcement. As part of it effort to make offline information searchable online, Google Inc. (NASDAQ: GOOG) today announced that it is working with the libraries of Harvard, Stanford, the university of Michigan and the university of Oxford as well as the New York public library to digitally scan books from their collection so that users worldwide can search them in Google. These, therefore will provide the web with a substantial authoritative record which will enable students including teachers and lectures from all academia to have access to academic libraries across the globe for their assignments, research works, lecture notes etc.

GLOBAL EDUCATION

Many colleges and universities are now offering undergraduate programs and graduate programs onlinewith the help of the internet. This allows time flexibility and greater access to students who don't need to relocate to get an education. Pandit (2010) in his publication of advantage of the internet in education, he posit that internet in education is the onset of distance education or online learning. According to him, with the help of online learning, people from any part of the world can gain knowledge on different subject, complete courses etc. Ureigho et al' (2006) further supported the view that "the internet is one of the greatest recent advancement in the world of information technology and has become a useful instrument that has fostered the process of making the world a global village". University of Liverpool is an example of one the institutions that is currently offering online Degrees and masters Degrees.

INNOVATION IN THE NEW WORLD

There are many methods in which people are able to get formal education through the internet. There are many schools and also colleges that are placed in remote areas of the world where there are no adequate infrastructure available. Other than the lack of infrastructure, there is also a dearth of quality teachers in these places. This makes it imperative for the presence of internet for these people in remote place to learn. In view of this, David (2010) in his article "The role of internet in the Education of people", posit that the presence of internet through improved communication facilities in every nook and cranny of the earth has been a great plus instead of classroom teaching ;the children have teaching through the internet where they are able to ask their doubts to their teachers in faraway places. All this has made the education to reach places, unreached and has improved the quality of education. This argument was further supported by Omatayo (as cited in the international information and library Review (2006). According to her the internet is fast changing the method for accessing and using information and research activities. It has introduced new concepts of the teaching process and is recasting the roles played by the participants of the educational process.

ELECTRONIC ONLINE RESEARCH

The internet can be most useful for completing projects in schools and colleges. As the internet is an ocean of information, covering nearly all subject known to man, one can literally find information, research work etc required for ones projects. Going through the information on the internet is definitely faster than reading an entire book on the subject. Also, latest news is constantly updated on the internet on different news sites. Students learning politics and mass communication for example can have access to all the current affairs, newspapers, journals through the internet in the school campus, at home or at any other place. Historical accounts like speeches, biographies, etc. are also easily available on the internet in detailed and accurate version. Almost every coming day researches on medical issues become much easier to locate. Numerous websites available on the net are offering loads of information for people to research diseases and talk to doctors online at sites such as, America's Doctor. During 1998, over 20 million people reported going online to retrieve health information.

INFORMATION CATALOGUE

As digital library began to developed, librarians initially applied manual means to "catalog" digital resources because of the need to make more object on the web addressable. But since cataloging was no longer an adequate description, the digital resource addresses came to be known as 'metadata' (Campbell 2006). Within the web environment, however, new organizing principles have emerged and unlike cataloging, these new principles were no longer necessarily applied best by manual means, nor were they necessarily created from the same elements. It enables people share information worldwide through what is known as Online Public Access Catalogue (OPAC).

THE ROLE OF THE ACADEMIC LIBRARY

  Academic libraries today are complex institutions with multiple roles and a host of related operations and services developed over the years. Yet their fundamental purpose has remained the same: to provide access to trustworthy authoritative knowledge. An educational institution is in effect a great complex of learning resources, both human and inanimate. Within the latter category, books have held pride of place for centuries and there is no reason to suppose that their primacy is in danger of being illegal (Enright, 2002).Winkworth (2005) in a discussion paper suggests reasons why teaching staff might not view libraries as central: lack of teaching role, lack of an advisory or counseling role, little attempt to come to grips with the intellectual content of books, slow to question assumption about users' needs and modesty about the skills of librarians. As a first step in a positive strategy for libraries, the author advocates the development of "a conceptual model of the education process which is itself convincing and makes sense of the role of libraries" in terms of the institution's philosophy. Referral services, study skills counseling, preparation of learning packages, literature searching etc. are potential additions to the library's role.
To this extent, Latham, Slade and Budnick (2001) have outlined the role of the academic library to include the followings.

1.   Education extends the role of the academic

library specialist to include the role of the Building Co-ordinator, providing assistance to teachers in the use of educational technology and functions as a liaison between teachers and the educational television system. The library media specialist must also serve as an information consultant for students taking courses and for teachers designing distance programs.

2. De silva (2007) as cited in Latham et al (2000), in support of this role said that there has been a shift from the traditional role of organizing and retrieving information to a role that requires close partnership between teachers and librarians working as learning facilitators.

3. The role of the academic library in the learning system is evident in several areas, including most stages of curriculum development: Statement of learning outcomes, choice of content, identification of learning resources and determination of methodologies for learning, assessment and evaluation. Additionally, the academic library plays an important role through the provision of library skills and research techniques for students.

4.   The library's involvement in academic is discussed in terms of the planning, development, implementation and management of library facilities for students. Included in the range of services the academic library can offer are educational counseling, enrolment services, maintenance of databases and course materials, housing of test materials and collaboration with other agencies. In addition to traditional role of offering materials on a wide of subjects, Adams (2006) as cited in Latham et al (2001), encourages

5. The role of the Academic library is examined in term of the application of the techniques of marketing. The marketing function involves four aspects: promoting library services to potential clients, explaining services to encourages use, co-operating with other libraries which may be used by students.

6. Academic library's roles also include the administrative monitoring, and choosing and maintaining a delivery system for library materials.

7. The role of the academic library is extended to the institution, its librarians and it teaching staff in taking responsibilities for ensuring that students are not disadvantaged in the library service they receive. That they are educated in tertiary library usage and can access the same information resources so readily available to their internal counterparts.

8. According to Cantelon (2002) as cited in Latham et al (2001), he emphasizes the important collaborative role of the library service "in the transformation of education from a place to a process". Information system may be viewed as processes which help overcome the traditional limitation of space and time.

9. The role of Liaison librarians with university is examined. Liaison librarians interact with faculty by offering services such as current awareness, literature and picture search and preparation of library and literature guides for students. They also attend faculty board and course term meetings wherever possible to remind academics about library resources.

10. After reviewing the traditional activities of libraries, Down (2006) as cited in Latham et al (2001) suggest expanding role of Academic libraries to include service to university alumni, radio broadcasting of book talks, and books sales to the public.

THE IMPACT OF INTERNET IN THE LIVES OF PEOPLE

Life has distinctly undergone some very dramatic changes ever since the dawn of the Internet era and with each passing day there is a growing dependence on it. Those who are to it would know the helplessness experienced when deprived of riding on this superhighway of information. Though some writers like Adesina (2006) still believe that with the lots of benefits the internet offers, however it also features new problems. Also, Suhail and Bargees (2006) supported this view by distinguishing between healthy and unhealthy internet use, positing that "excessive time spent on the Internet in purposeless activities can often take people away from their actual goals".

BENEFITS OF INTERNET

Three major issues are highlighted here on the social impact of the internet. They are education, healthcare, and rural development even though many more exist.

1.   Education

 Education is critical priority for all countries. It is an essential tool for raising standards of living, reducing poverty, and improving the quality of life for the citizens.

Imparting education through the internet involves multimedia learning resources combined with CD-ROMSs and workbooks. It is an attempt to explore the fundamentals or the essential concepts of a course by tapping the full academic power of multimedia. Many educational websites use different features such as interactive examples, animation, video, narrative etc.

The internet has the potential to improve access to education and quality of education in multiple ways, and can be applicable to a board spectrum of countries. For example, for countries where access to basic education is a problem, Internet-based self-learning initiatives can be used to supplement the school system. Such systems work by providing terminals that children can use outside of class rooms hours, and control both their inborn curiosity and a system of peer-supported learning. Studies suggest that such approaches improve academic results and help spread literacy, and in fact, increase the level of engagement and desire to learn. An unlimited amount of educational resources is also available on the internet. Thousands of schools across the world have integrated the traditional way of instruction with the learning through the internet. Students often surf through sites for supplementing information available in the textbooks, to read extensively on the topics that interest them and also to aid project works they are required to do.

There are many surveys on the use of the internet, and nearly all find that internet usage is most prevalent amongst younger, more educate people (Haoffman, Novak, & Schlesser, 2000). Studies on the use of the Internet in Africa included that of Jagboro (2003), who stated that among the majority of undergraduate and postgraduate students of Obafemi Awolowo University, the Internet is ranked fourth among the sources they use to search for materials. Experts on education feel that computer technology and the Internet are brilliant means and they should not be made the end.

Problem of Internet

Theft of Personal information; Providing personal information online when shopping or banking can result in hackers gaining access to private data that can be used to steal your funds and even your identity. That is to say, if you use the internet, you may be facing grave danger as your personal information such as name, address, credit card number etc can be accessed by other culprits to make your problems worse.

Spamming; one of the biggest problems that the internet has created is that of spamming. Spamming refers to the activity where in unwanted emails and other links are sent I bulk to people. These emails may pertain to advertising or random bulk emails and these may contain Viruses that may corrupt the system and even if they don't cause any harm these can be plain annoying.

Virus threat; Virus is nothing but a problem which disrupts the normal functioning of your computer systems. Computers attached to internet are more prone to virus attacks and they can end up into crashing your whole hard disk, causing a considerable headache

Pornography; This perhaps the biggest threat related to children and youths healthy mental life, a very serious issues concerning the internet. There are thousands of pornographic sites on the internet that can be easily found and can be detrimental factor to letting the children use the internet. This could lead to change in behavior and attitudes.

Lack of permanence; Web pages are notoriously unstable. They appear, move and disappear regularly. This can be of particular concern for academic researchers, who need to cite a stable page for reference purposes (Ko, 2008).

Internet traffic; Internet traffic is increasing as more people become Internet users and existing users send greater amounts of data. If the volume of traffic increases faster than the capacity of the network increases, congestion will occur, to the congestion that occurs when too many cars attempt to use a highway (comer, 2008 as cited in Microsoft Encarta 2009).

Addition; It is possible for Internet users to become habitually addicted. Though different from chemical addiction it is a real problem as some lose employment and suffer other adverse effects from overuse. So even though the internet has in many ways brought the world closer together it has also in many ways caused a lot of damage to relationships and growth of individuals. This is because the internet can have a huge addictive nature of the internet. Reports indicated that addiction could lead to debt, sack, child or family neglect, divorce etc. Addicted youths result into lying about the amount of time and money spent on the internet, restlessness, neglect of social obligations, poor academic performance in school, etc all these are part of the negative effect of internet addiction.

Inaccurate Information; Though there are many legitimate websites full of factual information there are a plethora of

sites with inaccurate information and it is often hard to tell the difference.

Plagiarism; While the internet has made life easier for people in many ways it is also reflecting an uglier side to its existence through a number of problems that its users. With a large amount of information freely available on theinternet theft and misuse of this information is a likely possibility. Again you see cases of people using someone else's information and research and passing it off as their own.

Challenges of Internet Access in Nigeria

Low penetration has been the major issue. The internet basically remains an urban phenomenon in the country. The rural areas have been shut out from this illumination and there seems no be no hope for them anytime soon. Even in villages where GSM is already present and fully functional some of them still cannot access the internet. Internet Service Providers have however said that the blame should not be heaped at their doorsteps. According to some systems analyst, the vast majorities of natives in rural areas are poor and cannot afford computers and phones that could give them access to the internet. Another major problem is illiteracy. You at least have to be able to read and write to be able to learn to use the internet and majority of these people are bare illiterates. Comments from an online reader had also identified another major challenge crippling internet growth in the country. He said coverage will remain this low if they continue charging for it as if it is gold. 'It is only in this country that we just like making simple things seem as if they are meant for only the rich'.

Last year, as revealed in October, 2010, Mr. Nyibo Odero; Googles Office Lead, English speaking West Africa had at a briefing with ICT news journalist in Lagos that there was a major IT infrastructure problem in the nation and this should be urgently addressed. It is important to make internet access easily available to people in this country and then the prices even for a simple standard laptop is crazy. Another Google executive; this time its vice President Technology; English Middle-East, Asia and Africa EMEAA, Nelson Mattos also told ICT news journalists at the same briefing in Lagos that Nigeria and indeed the entire African continent could never become market potential for internet-broadband access as far as he was concerned. He said the continent remains low and poor on internet infrastructure and penetration to be termed a market spot. He said that though much has been invested in various African countries yet, a lot of development is still needed. African nations still need to do a lot to grow. Infrastructure is still a major problem for the industry as the right infrastructures are not available. They have to be made available to aid the distribution of bandwidth to the remote areas. Also, government needs to subsidize the right of way for the operators to pass through. If the government is charging the operators too high, the cost would be passed on to the consumers. Most especially, also, government must improve on power supply.

From the above contributions therefore, it will be rightto say that the major problems and challenges of internet access in the country Nigeria is that of low penetration as result of illiteracy, the unstable nature or lack of power supply in the use of internet services, low income, high rate of tax and charges on internet operators etc.

The virtual library concept which was conceptualized to ease the access of learning and teaching of digitalized databases, encyclopedia, historical and current events has been a success in many countries .but in Nigeria according to mohammed (2009) where the national universities commission (NUC) has been championing the course the initiative still remains a mirage and this is due to.

1.   Funds
2.   lack of planning
3.   Government attitude to education.

UNESCO   as quoted in IFLA publication (1979)defined the library as any organized collection of printed books and periodicals of any other graphic and audio visual materials and the services of the staff to provide and to facilitate such materials as are required to meet the information ,research educational or rereational needs of its user .Library resources found in developed countries, Library resources found in developed countries ,support teaching learning functions by facilitating research and scholarship of students and lecturers but this is not the situation in most developing countries because the libraries are struggling to survive due to financial constraints .Accessing Nigerian libraries against UNESCO 1979 definition could be explainable to some minds. Some of our libraries do not have adequate books, periodicals and audio visuals been acquired into the libraries not to talk of a 2007 definition of UNESCO which may include electronic/digital resources

The process of the establishment of the virtual library ,as noted by ya'u (2003) started with feasibility study coordinated by staff of UNESCO through a workshop .The workshop involved various stakeholders and professionals from all the sectors of the tertiary institutions ;libraries and IT professionals ,educational administrators as well as IT

companies that are operating in electronic library sectors were all involved in the process .The representatives of donor organizations such as the Marc Arthur Foundation ,open society initiative for West Africa and US public information system were also represented in the workshop .The author noted that some of the theory issues identified in the workshop were poor ICT infrastructure ,inadequate ICT skill and the financial implication of connectivity and access to electronic database. Specifically ,Ogunsola (2004) examined the implications and opportunities of ICT ,as a cure for the poor state academic libraries in Nigeria .While identifying the mitigating factors of the implementation and development of ICT in Nigeria the author also sensitize the Nigerian universities to the need of globalization of information for their educational development .shortage of manpower ,frequent computer breakdown due to electric power surge ,erratic power supply and lack of spare parts ,were identified as the major problems Nigerian libraries face in the implementation of ICT.

Igwe .(2005) in an article ''Harnessing Information Technology for the library education in Nigeria '' states that providing opportunities to meet the basic learning needs for information professionals is first step towards preparing library schools in Nigeria for the emerging global society .He identified inadequate infrastructure ,outdated curricula .poor human and financial resources ,lack of access to necessary information and resources for learning, and communication among key players in the library schools as contending issues faced by the library schools in Nigeria. He also highlighted that UNESCO (1998) stated that to effectively harness the power of the new information and communication technology to improve library education in Nigeria, the following essential conditions must be met: students and teachers must have sufficient access to digital technologies and the internet in their classrooms, laboratories and workshops: high quality, meaningful, and actually responsive digital content must be available for teachers and learners; and teachers have the knowledge and skills to use the new digital tools and resources to help all students achieve high academic standards. In conclusion he recommended that Nigeria library school have to link up with other library schools in other countries so as to enhance their collections and services to the academic environment.

Comparative Analysis of Internet and Library Usage Among

Students; Internet usage has the potential to improve the quality of education as supported by Charp (2000) as cited in Muniandy (2010), who stated that " the internet brought about positive changes to teachers and instructors, who taught students to learn, work, communicate and play". The value of internet for educational purposes was further supported by Laurillard (2002), who postulated that " computer-based learning can increase understanding of theoretical and critical concept" . So also is the university library, seen as the academic heart of the university system and its basic purpose is to provide university staff, students, and other researchers with materials assistances and an enabling environment that would facilitate teaching, learning and research. Whitmire (2002) as cited in Oyewusi and Oyeboade, (2009) affirmed this by positing that "academic library resources are considered a good measure of an institution's excellence and quality". Popoola (2008) also confirmed that the information resources and services available in institutional information systems must be capable of supporting research activities among the students and faculty members. It can be argued that any "good" school or library must have access to the Internet. Educators and librarians have unique interests in regard to the information Superhighway. Some believe that students should be given a map and allowed to zoom on to new horizons. Others are concerned that the rush to Ellsworth proclaims the freshness and immediacy of the internet in her book "Education on the Internet" cited in http://www.bellaonline.com/articles as "the view of many educators, parents and politicians". To her the internet is a good resources, but until there are books and other needed resources the Internet is a decoration. Meaning that no matter how creative and good the internet can be, if it does not recognize the importance of books in the library then it is just a mere decoration. In an article "Surfing the Net for Education Lite", Mosbacker further expresses concerns when the Net takes on "a messianic quality":

> If we encourage students to become addicted to instantaneous bit of information, free of context and logical coherence, they will be ill-equipped for the rational dialog and analysis required for citizens in a civil and literate culture. Modern technology cannot substitute for a thorough reading of the great classics in literature, philosophy and political history. Being technologically advanced and sophisticated is not the same things as being literate and civilized. Although there seems to be a growing concern about the potential effect of Internet use on student generally, studies relating Internet use and reading variables among undergraduates are not commonplace. However, forecasts of the demise of the printed book and the associated changes in the academic library have fostered valid questions about the continuing place of reading and print media in tertiary institutions. Deekle (2005), writing on books, reading and undergraduate education, highlights the increasing interest paid to information technology by higher education and the competition from radio, television, motion pictures video and a changing campus culture. He recognizes a nearly universal expectation among information

searchers and users of immediate gratification of a need for answers rather than in-depth understanding of issues that may surround the answers.

Nevertheless, he opines that reading remains a fundamental building block for a liberal education, providing a board basis for knowledge and understanding. He also advocates for reinforcing students' critical reading skills and habits and giving them a contextual framework for a lifetime of self-directed learning. According to Yeoh (cited in Pooi Fang 2008), he posits, "Reading for knowledge and information will become a critical source for competitive advantage besides development in the 21st century". Meaning that it is undeniable that library is important and that good libraries play critical roles in the development of academic and intellectual skills and the associated socio-economic benefits. But however the seeming decline in the art and practice of reading should be great concern. Ugah (2008) quoted Osundina (2004), who studied the relationship between accessibility and library use by undergraduates in Nigeria and noted that the problem of Nigerian students is not the question of wanting to use the college library, but whether or not the university library can provide for their needs, and whether there is access to what is provided. This assertion was agreed to in later studies by Iyoro (2004) and Popoola (2008).

Various studies have also found that Nigerians do not read as a habit, but in order to succeed in examinations necessary to obtain paper qualifications for jobs. Adeji (2003) posit that undergraduate students in Nigeria read mainly prescribed textbooks to enable them pass examinations and this is in spite of the availability of other resources. In a study of the reading habits of undergraduate students as deducted from their library use at the University of Ado-Ekiti, Nigeria, Busayo (2005) reports that 75% of the sample engaged in utilitarian reading. Also, 82% of them used the library mostly during the session and deserted it the moment they were through with examinations. Uwa (2007) reports similar findings on students of tertiary institutions in Imo State, Nigeria, revealing that reading to pass examinations, tests and continuous assessments is the main motivator for the students' reading in the sampled libraries. Furthermore, high percentages of students often read only their lecture notes and handouts in the   libraries.

From a different but related perspective, Osunade and Ojo (2006) as cited in Edem (2010) surmise that in Nigerian tertiary institutions, students use the internet as an alternative to scarce and outdated library resources. They evaluated the behavior of tertiary level students in the use of the Internet and library at the University of Ibadan, Nigeria. Their results indicate that the Internet is fast becoming a source of academic information among students due to easy access, correctness, availability and up-to-datedness, while the library is used mainly as a reading place. The suggest the need to appraise and upgrade library an Internet facilities in tertiary institutions so that needed academic information can be obtainable from which ever source students choose to use. Ray and Day (2008) as cited in Edem (2010) surmise that the Internet has greater potential for desirable information, is a faster means of accessing information, provides access to a wider range of information; provides access to electronic journals, enables access multiple files at once; provides access to information from home , and gives more satisfactory answers to queries than library staff.

In spite of these benefits, Gilbertson (2002) challenges the reliability of some Internet information, while Ojedokun (2006) points out that many students use the Internet mostly to search and retrieve information on entertainment, sports and news, and attributes this trend to lack of necessary searching skills for effective usage. Oji (2007) considers Internet use to be one of the causes of the decline in the reading culture of Nigerian youths, She points that, some youths are often seen in cybercafés browsing the Internet and engaging in activities that entertain rather than educate, adding that perhaps some of the ills of today's society could be attributed to wrong use of information gotten from websites. Suhail and Barges (2006) posit that the misuse of the Internet often leads to unhealthy consequences, while heavy Internet use leaves little time for anything else. They investigated the positive and negative effects of excessive Internet use among undergraduate students in Pakistan and found positive associations between time spent on the Internet and the various dimensions of the Internet Effect Scale (IES), indicating that excessive Internet use can lead to a host of problems of educational, psychological, physical and interpersonal nature. Although a high proportion of the students reported positive than negative effects of Internet use. The authors suggested that Internet use should be within reasonable limits, so that adequate time can be focused on activities that enhance productivity.

During the 1930's numerous studies were conducted within the perspective of book reading, radio, soap operas, the newspapers, popular music and the movies to probe why people attended to the product of media and the rewards such exposure provided. These studies results came up with the uses and gratification approach which according to McQuail (2000) is a "a version of individualist functional theory and research that seeks to explain media use and the satisfaction derived from them in terms of the motives and self-perceived needs of audience number". The approach emphasizes audiences' choice by assessing their reasons for using a certain media to the disregard of others, as well as the various gratifications obtained from the media, based on individual social and psychological requirements (Severin & Tankard, 2007). The information obtained from a medium therefore, because it yields the expected result that the user anticipated, make the user to trust and stick to such medium. The media on the other hand, knowing through audience research keep feeding its users to more of such fulfilling information. Daramola (2003) supported this argument by citing

an example to explain this assumption. He says:

> For example if we watch the 9.O'clock network news on channel 10 every day and like the newscasters or their rendition that means we seek gratification of news by watching channel 10. As we gain experience with segment of the media, we feed this back to our beliefs about this segment of the media and create a cyclical process that revert us back to watching the news everyday on the same channel. In line with this assumption therefore, the undergraduate students of Bayero University, Kano could be seen as people who use the internet and library as a media to satisfy their needs of information on education, entertainment, integration and social interaction and identity. The uses and gratifications has always provided a cutting-edge theoretical approach in the initial stages of each new mass medium, such as newspapers, radio and television, and now the internet, which receives the significance via this approach (Ruggiero, 2000). The uses and gratifications theory has been widely used, and also is better suited, for studies of Internet and library usage. In the Internet environment, users are even more actively engaged communication participants, compared to other traditional media (Ruggiero, 2000).

The theory also suggests that people consciously choose the medium that could satisfy their needs and that audiences are able to recognize their reasons for making media choices (Katz et al., 2004). Thus, this brings about competition not only between the Internet and other traditional media like the library, but among each option in the Internal itself as well. These probably explains why undergraduate students choose the internet over the library or the vice versa; because they seek gratification of researching, entertainment, access audio-visual materials, social networking by using either of these two mediums. As a result it bring about competition among the two mediums, because with their good audience research they are able to produce more of such information or even produce new ones (which is evident in the way libraries are becoming modernize by providing access to both hard and soft copy materials and the internet in its continual establishment of different websites like the research site-all academic.com, Google scholars etc. online newspaper-nigeriamasterweb.com, where almost all the Nigerian newspapers are found, entertainment and social networking sites like facebook, skype, 2go etc.) so as to keep their users and attract new one

METHODOLOGY

The survey research method was use in soliciting the relevant information needed from undergraduates, who are the subject of this study. Surveys allow researchers to measure characteristics, opinions or behaviors of a population by studying a small sample from that group, then generalizing. According to Wimmer and Dominik (2000), population is "a group or class of subjects, variables, concepts or phenomena". Therefore, the population for this study is made up of both male and female undergraduate students of Federal University Lafia. This has a total population of 541 ICT (2015). The study has therefore, adopted a random sampling techniques method in the research work. Random sampling techniques is said to be the act of which the researchers select the target population randomly and then use it to make generalizations based on the population of the study. But according to Bernard (2012) assert that if the population of a study is less than 200 the entire population should be used for the study. Base on the fact that the population of the students involve in this study is large, the researchers has decide to use 54 questionnaire, meaning that 10% wasuse to collect data for the research, some of the students (respondents) will be randomly selected as the sample (representative) of the entire population. And this is according to Nwana (2002) who stated that "if a population is in hundreds, one needs a sample size of 10%. Questionnaire is the instrument use for data collection for this study, close-ended and open-ended questionnaire format is employed in order to elicit set of responses from respondents. Thus, the questionnaire was designed in line with the research questions and objective of the study. The descriptive statistical method is employed in this study by utilizing tables and percentage method of statistical analysis. Inferences were drawn vis-à-vis from the research questions and objectives of the study for easier interpretation.

Response Rate

The response rate from the sample of the population from which the data of this study was derived is as follows, fifty-four (54) questionnaires were randomly distributed to some students of the Federal University Lafia and were duly completed as the sizes of the respondents were not too large for the researchers to manage.

Data Analysis

This research attempts to compare Internet and Library usage for academic purposes among students of Federal

University Lafia. To achieve this, a sample of 52 respondents was used for the study.

The table 1 shows that majority of the respondents with 96.3% use the Internet and Library for academic purpose. Though, 3.7% of the respondents disagreed on having an idea of the Internet and Library. This means that almost all the undergraduate students of the Federal University Lafia have a high knowledge of the Internet and Library.

Out of the 54 respondents, majority of the respondents with 46.3% make use of the Internet frequently. This means that the respondents use the Internet at least thrice or twice a week. The next category of users use the Internet very frequently (daily), occasionally (less than once a week) and seldom, at least once a week.(Table 1b)

Majority of the respondents (66.7%), consult the Library for textbooks. While others visit the library to read newspapers and very few of the respondent consult the library for journals and audio-visual materials. (Table 2a)

This indicates that majority of the Internet users (51.9%) in this study visit the Internet not necessarily for academic purposes but also for other purposes such as social networking/chatting, entertainment and other benefits they could get from the Net. This finding seems to agree with Oji's (2007) view by highlighting the growth incidence of students using the Internet for academic purposes. (See Table 2b)

Table 3 reveals that majority of the respondents with 64.8% prefer to use the Internet for their academic work than consulting the Library. This means that despite the fact that they consult the Library for books and other things, they still find the Internet better for some reasons which shall be looked at in table 3.This also explains Adedeji's (2003) position that undergraduate students in Nigeria read mainly prescribed textbooks to enable them pass examinations.

Despite of these benefits of the Internet and Library, the respondents challenges the reliability of some Internet information as Gilbert (2002) did. The respondents also reported the problem of Internet service failure, lack of adequate power supply and cost of running the internet being too expensive, with majority response of 60% saying that the major problem of the Internet is slow network service. Majority of the Library users also gave reasons to problems associated with consulting the Library as: scarce and outdated Library resources (36.8% & 52.6%), time consuming and less accessibility due to limited hours of Library operation. Just as Osunde and Ojo (2006) as cited in Edem (2011) posit that in Nigerian tertiary institutions, students use the Internet as alternative to scarce and outdated Library resources. (Table 4)

FINDINGS

Arising from the data analysis and interpretation, the following were discovered

1.   That undergraduate students of Federal University Lafia has the knowledge and use of
         internet i.e. 52(96.3%) knowledge while 12(22%) and 25(46%) frequently and mostly use internet.
2.   Federal University Lafia undergraduate students use the internet for both academic research and leisure
         purposes such as social networking and entertainment.

TABLE 1a: Knowledge of usage of Internet and Library among students for academic purpose

Variable	Frequency	Percentage %
Yes	52	96.3%
No	2	3.7
Total	**54**	**100%**

TABLE 1b: Frequency of use the of the Internet among respondents

Variable	Frequency	Percentage %
Very frequently	12	22.2%
Frequently	25	46.3%
Seldom	8	14.8%
Occasionally	9	16.7%
Total	**54**	**100%**

TABLE 2a: Resources respondents consult most in the Library.

Variable	Frequency	Percentage %
Text books	36	66.7%
Serial	4	7.4%
Journals	2	3.7%
Newspapers	10	18.5%
Audio-visual materials	2	3.7%
Total	**54**	**100%**

TABLE 2b: Activities respondents engage in while using the Internet services.

Variable	Frequency	Percentage %
Researching	17	31.5%
Social networking/chatting	7	12.9%
Entertainment	2	3.7%
All of the above	28	51.9%
Total	**54**	**100%**

TABLE 3: Ascertain among internet and Library mostly utilized for academic work

Variable	Frequency	Percentage %
Internet	35	64.8%
Library	19	35.2%
Total	**52**	**100%**

3.   That undergraduate student of Federal University Lafia uses the library mainly for academic purposes and not leisure.
4.   That undergraduate student of Federal University Lafia uses the Internet more than they use the Library for academic purposes.
5.   That undergraduate student of the Federal University Lafia encounters several challenges when using the Internet and they include high cost, network problems, inadequate power supply and less reliability. Also when using the Library, they encounter lack of up to date materials, time consuming and inadequate materials.

TABLE 4: Challenges encountered by respondents when using the internet and library

INTERNET		
Variable	**Frequency**	**Percentage %**
1. High cost	19	48.9%
2. Network problem	4	14.7%
3. Shortage of power supply	10	27.3%
4. Less reliable	3	9.1%
Total	**35**	**100%**
LIBRARY		
Variable	**Frequency**	**Percentage %**
1. Lack of up-to-date materials	2	10.6%
2. Time consuming	10	52.6%
3. Scarce materials	7	36.8%
Total	**19**	**100%**

CONCLUSION

This study found out that Federal University Lafia had favorable perceptions of the importance of both reading and Internet use in relation to their academic activities. This led to the conclusion that the use of Internet and Library by undergraduate students of the Federal University Lafia contributes more to their academic performance. Nevertheless, there is need to continually educate students on the proper balance that they should maintain between utilitarian and other purposes of reading, and between reading and Internet use activities for academic related purposes. The problem of inadequate computing and Internet access facilities in university Libraries should also be tackled so as to facilitates adequate Internet use by students' and limit students' exposure to potential anti-social activities in commercial cybercafés. Up-to-date library collections, User-friendly services and effective user awareness programmes should also be provided by university libraries in order to redefine the role of the academic library in higher education in the country. Therefore, the need to appraise and upgrade Library and Internet facilities for students in other to obtain the needed sources.

RECOMMENDATIONS

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

1.   There should be user education on how best students can use the internet to meet their basic information needs.
2.   Since the students use the library for academic purposes, the management should endeavor to promote more academic activities that will always warrant the use of the library.
3.   Sufficing that students use the internet more than the library, the library should be restructured and marketing strategies should be put in place to create awareness to attract users.
4.   That fund should be made available for the provision of up to date information resources, adequate access points and adequate materials in the library. Also, there should be subsidized internet cost, improved network and availability of alternative source of power.

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Full Length Research

Effect of Promotion and Recognition on Job Satisfaction of Librarians in Academic Libraries in Imo State, Nigeria

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The general purpose of the study is effect of promotion and recognition on job satisfaction of librarians in academic libraries in Imo State. The survey research design was used for the study using questionnaire as the instrument for data collection. The study covered the entire population of One hundred and seven (107) librarians in academic libraries in Imo State. One hundred and five (105) copies of the questionnaire were completed and returned for analysis representing 98.1%. The findings showed that promotion on the job to higher positions increases librarians' satisfaction on the job. Again, that the higher librarians attain through promotion the greater satisfaction they derive. The findings also showed that recognition makes librarians feel proud on their job and take their job seriously. The study recommended that academic libraries in Imo State should come up with policies that will ensure librarians regular promotion. That proven cases of denial of recognition should be re-visited to ensure fair play. The study also recommended that academic libraries in Imo State should set in motion strategies to address welfare package to librarians.

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INTRODUCTION

Reward systems are those packages which an employee enjoys as a result of successfully completing the task of attaining the goals of the organization. Manzoor (2012), notes that rewards are management tools that hopefully contribute to firm's effectiveness by influencing individual or group behavior. The author states that all businesses use pay, promotion, special allowances, bonuses and other types of reward to motivate and encourage high level performance of employees. Tella, Ayeni and Popoola (2007) suggest in their study that it is imperative to compensate an employee with benefit because it will motivate him in his job performance even as Bernadin (2016) observes that all

financial returns and tangible benefits that employee receives as part of employment relationship motivate him to put in his best in the organization.

Research by Ajila and Abiola (2014) found out that workers place great value on deferment reward given to them by their employers even as workers tend to express their displeasure through poor performance and non-commitment to their job when rewards are not given. The authors further note that the performance of employees in organizations is vital not only for the growth of the organization but also for the growth of individual employee. That is why most employers use rewards to influence the performance of their workers positively. A study conducted by Okojie (2015) found out that staff were of the opinion that an efficient and effective reward programme will greatly enhance employee motivation and that a highly motivated workforce will lead to greater productivity. Ali and Ahmed (2016) report in their study that there is a statistically significant relationship between reward and recognition, motivation and satisfaction respectively and that if rewards or recognition offered to employees were to be altered; there would be a corresponding change in work performance. These findings are collaborated by the research of Gardner, (2014). Ballentine (2013) states that the purpose of rewarding employees is to recognize excellent job performance, provide feedback, make it easier to get work done, encourage employees to be more productive and help management achieve their goals. Lee and Wong (2006) declare that unfavourable reward system influences employee's desire to do the job thereby achieving a very low output in their performance. On the other hand, Senyah (2003) in his study on the employee's job performance shows that improvements in external contingencies such as reward structure have resulted in subsequent rise in employee's job performance and motivation. The author also found that an individual's job performance is influenced by perceived alternativeness of the organization reward system and willingness of the organization in supporting innovative work.

Job satisfaction is essential in librarianship, especially in the academic library environment. Smith (2014) defines job satisfaction as any combination of psychological, physiological and environmental circumstances that cause a person to say, "I am satisfied with my job". Vroom (2017) defines job satisfaction as the effective orientation of individuals towards work roles that they are presently occupying. Similarly Smith (2012), remarks that the concept refers to an effective response of the worker to his job. By this, it is meant that satisfaction results from consequences of the worker's experience on the job in relation to his own values and needs. In their views, satisfaction can be taken as similar in meaning to pleasure. Lawal (2015), suggests that the determinants of satisfaction are more complicated than this. People and their job are the basic elements involved; but, it is clear that there are numerous other variables between people and their jobs that help to determine whether the relationship is satisfying or not. According to Strauses and Sayles (2013), whether one is satisfied on one's job depends on one's expectations, self-evaluation, social norms, social comparisons and input/output relations with his or her job.

According to Librarians' Registration Council of Nigeria (2015), a librarian is a professionally trained person with minimum of a bachelor degree in library and information science or related field and certified by the Council of Nigeria. Dike (2010) describes a librarian as a person who is a specialist in collection of specialized information material. Librarian is a person who has acquired adequate professional training to carry out some high level duties in the library. Such duties according to (Onwubiko and Uzoigwe 2004), include provision of information materials through organization, cataloguing and classification, documentation, circulation, preservation, maintenance of reading materials, provision of study environment and ICT resources.

Academic libraries constitute a strand in a higher institution. It is the nucleus that revolves all academic activities of the institution. They are libraries housed in the Universities, Polytechnics and Colleges of Education. They are the largest of all libraries both in function, scope of collection, staffing, user as well as the type of services rendered to it users. According to Onwubiko and Uzoigwe (2004), academic library is a library established, maintained and administered by Universities, Polytechnics and Colleges of Education to meet the information needs of their students, faculty and staff in order to carry out their administrative and executive responsibilities. The academic libraries occupy the central and primary place because they serve all the functions of the academic community such as teaching, learning, research and community services. Chernick (2002) states that academic library resources incorporate all types of media into their collections and programmes such as audio tapes, video tapes, microforms, Computer Assisted Instructors (CAI) and the Internet. Unegbu and Nwali (2013), state that library resources are the totality of information materials that form library collections which include books and non-book materials.

According to Unegbu and Nwali (2013) one of the characteristics of an academic library is mainly concerned with providing materials to meet the curricula and research needs of their parent institutions. Academic library user structure is usually composed of undergraduates, graduates, academic and non-teaching staff and researchers. Academic libraries are administered and managed by experienced librarians who posses both general and specialized trainings that are required in each area of services offered by the library; such specialties cut across various subject areas like language and communication studies, information technology, the arts, social science and even in the sciences. Today

librarians in academic libraries are accorded academic status.

Another characteristic of academic libraries is that they are organized departmentally, according to subject areas such as, engineering, law, medicine, library science, science, etc. each with its own staff, collection, catalogue and services. It is also not out of place for academic libraries to have their special departments or sections that house special materials such as Government documents, serials, audio-visual materials and grey materials. Academic libraries play an indispensable role in the fulfillment of the functions of an academic community.

In the light of the foregoing, this study therefore, seeks to investigate the effect of promotion and recognition on job satisfaction of librarians in academic libraries in Imo State, Nigeria.

RESEARCH QUESTIONS

The following research questions were formulated to guide the study.
i.   What is the effect of promotion and job satisfaction of librarians in academic libraries in Imo State, Nigeria?
ii.   What is the effect of recognition on job satisfaction of librarians in academic libraries in Imo State, Nigeria?

LITERATURE REVIEW

Dessler (2015) asserts that promotion occurs when an employee makes a shift in the upward direction in organizational hierarchy and moves to a place of greater responsibility. According to Bravenden (2014), promotion can make a significant increase in salary of an employee as well as in the span of authority and control. It will help the competitors (librarians) to identify the most productive employees in the business (library) at the same time the employees are being recognized by their own organization. Naveed, Usman and Bushra (2013) assert that promotion can be used as an incentive tool. It is a way of rewarding the employees for meeting the organizational goals thus it serves as a means of synchronizing organizational goals with personal goals. Armstrong (2016) states that the deciding factor for the position of any individual in the hierarchy is his talent, higher the level of talent in any individual higher will be his position in the hierarchy. Promotion has its importance due to the fact that it carries with it a significant change in the wage package of an employee.

Promotion follows a defined set pattern which is outlined in the employment bond. In this highly competitive corporate world, promotion can help the competing firms to trace the most productive participant of one organization to be worth luring for another organization (Dessler, 2015).   According to Naveed, Usman and Bushra (2013), promotion enhances the yield of an organization when an employee climbs a promotion ladder on the basis of his seniority and ultimately he gets an increased wage rate. According to Kosteas (2009), promotion is an important aspect of workers' career life, affecting other facets of the work experience. Promotion constitutes an important aspect of workers' labour mobility, most often carrying substantial wage increases and can have a significant impact on other job characteristics such as responsibilities and subsequent job attachment. Blau and Devaro (2007) assert that firms can use promotions as a reward for highly productive workers, creating an incentive for workers to exert greater effort. They further state that promotion will only be an effective mechanism for eliciting greater effort if workers place significant value on the promotion itself, otherwise, firms would simply use pay increases to reward effort and productivity.

Long (2015) opines that workers may value promotion because it carries an increase in job amenities such as bigger office or spending amount (factors which are observable but for which we do not have an information) or because they enjoy the acknowledgement of work well done and the ego boost that comes with a promotion (factors which are not easily observable). Employees may consider leaving the institutions where they work, if they do not have equal promotion opportunities as offered by other organizations, particularly young workers who are looking for more work experiences from various institutions before deciding to remain with a particular institution. Khalid and Irshad (2011) in their study on Job satisfaction among academic staff: a comparative analysis between public and private sector in Universities of Punjab, found a positive significant relationship between opportunities for promotion and job satisfaction.

Employees are likely to be motivated to improve their performance with nonmonetary rewards such as employee recognition. Recognition is the acknowledgement, appreciation or approval of the positive accomplishments or behaviours of an individual or team According to Gostic and Ellon (2013), recognition refers to praise or a personal note acknowledging achievements including small gestures that are important to employees. One valuable outcome and reason for recognizing employees is shown in Raith and Rastogi (2008) in their study job satisfaction and psychological well-being found that people who feel appreciated are more positive about themselves and their ability to contribute, can boost productivity and increase satisfaction. They further state that nonfinancial rewards such as recognition and other

intrinsic rewards are *sine qua non* for job satisfaction. Gostic and Elton (2017) state that if employee recognition is conducted properly, it can increase profitability and customer service levels and heighten employee engagement and satisfaction.

Nelson (2015) concludes that recognition leads to improved communication (employees are more likely to offer solutions and new ideas), better cooperation (employees are more likely to offer to help and go the extra mile) and decreased absenteeism and turnover (employees will demonstrate higher job satisfaction and loyalty). Robbins and Judge (2008) argue that one of the most effective morale boosters is praise for a job well done. They further summarize that regularly recognizing and rewarding employees can be one of the easiest ways to keep employees satisfied and productive. Recognition is an important tool for managers, business owners and human resource professionals in promoting employee motivation and organizational success. Allen and Helms (2012) in their study, employee perception of relationships between strategy rewards and organizational performance found that the importance of regular expressions of appreciation by managers and leaders to encourage behaviour of employees to reach strategic goals.

Islam and Ismali (2014) in a study, ranking of employees' reward and recognition approaches: a Malaysian perspective shows that 87% of employees indicate that it is very important for them to be recognized by their manager and 84% of managers concluded that providing nonmonetary recognition as a reward has increased their performance. Further 91% of managers conclude that recognizing employees helps motivate them. According to Nelson (2015) there are many ways employees could be recognized or appreciated. Recognition can include letters or postcards (Thanks! You made A Difference, Award), memory letter items (a plaque or mug) that last longer than cash, no monetary awards that have trophy value, lunch with managers/supervisors, a picture displayed in a prominent place, having a room or hallway named after the employee, posting names (employee of the week or month) in the organizations notice board or website, a video rental certificate, a coffee card an event ticket or a candy bar.

Rathe and Rastogi (2008) opined that employees need to be shown that their achievements have been recognized and appreciated. Recognition of employee performance may take two forms: team and individual. The best recognition singles individuals or group out for extraordinary performance. It is based upon those areas that make the biggest difference to the individual or groups mutual success. Employees have different value attitudes, interest and expectations that must be considered when deciding on the optimal recognition method. According to Nelson and Spitzer (2013) leaving employees out does not tend to be a problem in organizations that have developed a strong recognition culture, that have a variety of formal and informal programmes and tools and where managers place an emphasis on daily recognition practices and behaviours.

Nelson (2015) states that if recognition programme is used incorrectly, it can depress, not lift, employee morale but when a manager uses recognition programme to reward an employee, whether a fast tracker or an underachiever, the goal is to reinforce successful behaviours so the employee will repeat them and apply the same determination to other tasks. According to Robbins and Judge (2008), if recognition is to provide the required results, it needs to have personal value, requiring managers to consider the nature of the accomplishment and the recipient's preferences, it must be earned, requiring managers to reward immediately, and it has to be accompanied by a celebration, requiring managers to get to know the individual before planning the delivery forum-whether public or delivered one-on-one and the attitude of celebration should be a key factor in creating a lasting, positive memory of the recognition effort.

METHODOLOGY

The descriptive survey research design was used for this study using questionnaire as an instrument for data collection. The questionnaire was titled Effect of Promotion and Recognition on Job Satisfaction of Librarians Questionnaire (IPRJSLQ). The population of the study is 107 librarians in academic libraries Imo States. This instrument was administered on the 107 librarians in academic libraries Imo States. No sample size was drawn from the population. This is because the population of the study is small and accessible. The census method was used to ensure that opinions of all the librarians in academic libraries Imo States were captured for the study.

Analysis

A total of one hundred and seven (107) copies of the questionnaire were distributed to librarians in academic libraries in Imo State. Out of these, one hundred and five (105) copies representing 98.1% were duly completed and returned for analysis.

Research Question 1: What is the effect of promotion on job satisfaction by librarians in academic libraries in Imo State, Nigeria?

Based on the significant mean value of 3.1 as shown on Table 1, promotion on the job to higher positions increases satisfaction (X = 3.0); promotion is not denied

Table 1: Mean Responses on Effect of Promotion on Job Satisfaction of Librarians in Academic Libraries in Imo State, Nigeria

S/N	Promotion and Job Satisfaction	SA	A	D	SD	X Score
A	Promotion on the job to higher positions increases my satisfaction on the job	45	27	12	21	3.0
B	I am satisfied because my promotion is not denied when due	75	14	7	9	3.5
C	The higher one attains on the job through promotion, the greater satisfaction one derives.	65	26	9	5	3.4
D	I do not derive satisfaction on my job because on how I am being promoted.	35	31	28	11	2.9
E	Staff promotion attracts more pressure on my job	37	28	18	22	2.8
	Significant Mean Value					**3.1**

when due (X = 3.5) and the higher one attains on the job through promotion, the greater satisfaction one derives (X = 3.4).

However, some librarians do not derive satisfaction because of the way they are promoted and that staff promotion attracts more pressure on their jobs. Both of these have mean values less than the significant mean value of 3.1. It can be seen from the analysis that promotion has a significant effect job satisfaction of librarians in academic libraries in Imo State, Nigeria.

Research Question 2: What is the effect of recognition on job satisfaction by librarians in academic libraries in Imo State, Nigeria?

Analysis as shown on Table 2 indicates that recognition has a significant effect on job satisfaction of librarians in academic libraries in Imo State, Nigeria based on the significant mean value of 2.5 in two main aspects. These are that recognition makes librarians take their job seriously (X = 3.3), librarians feel proud on their job because of recognition (X = 3.1). The other three reasons namely that recognition does not make their job clearer, does not make them become more competent on their job and makes them fear no duty on their job are not related to job satisfaction because their mean values are less than the significant value of 2.5.

FINDINGS

Evidence from Table 1 showed that promotion on the job to higher positions increases librarians' satisfaction on their job. Librarians are satisfied because their promotions are not denied when due. The higher librarians attain through promotion the greater satisfaction they derive. This result is in agreement with Naveed, Usman and Bushra (2011) in their report that promotion can be used as an incentive tool. It is a way of rewarding the employees for meeting the organizational goals, thus it serves as a means of synchronizing organizational goals with personal goals. This report is also in line with Kosteas (2009) who stated that promotion is an important aspect of workers career life, affecting other facets of the work experience. They constitute an important aspect of workers' labour mobility, most often carrying substantial wage increases and can have a significant impact on other job characteristics such as responsibilities and subsequent job attachment. Again, Khalid, Irshad (2011) in their study on job satisfaction and academic staff found a positive significant relationship between opportunities for promotion and job satisfaction. These studies clearly corroborate the findings of this study that promotion has a significant effect on job satisfaction of librarians in academic libraries in Imo State, Nigeria

Recognition was found to have significant effect on job satisfaction of librarians in academic libraries in Imo State, Nigeria. Often, recognition makes librarians take their job seriously. It makes them feel proud on their job. This agrees with the finding of Raith and Rastogi (2008) in their study on job satisfaction and psychological well-being found that people who feel appreciated are more positive about themselves and their ability to contribute (employee recognition) can boost productivity and increase satisfaction. Nelson (2015) in his own report stated that recognition leads to improved communication, better cooperation and decreased absenteeism and turnover will demonstrate higher job satisfaction and loyalty. To Robbins and Judge (2008) regularly recognizing and rewarding employees can be one of the easiest ways to keep employees satisfied and productive. Recognition is an important tool for managers, business owners and human resource professionals in promoting

Table 2: Mean Responses on Effect of Recognition on Job Satisfaction of Librarians in Academic Libraries in Imo State, Nigeria

S/N	Recognition and Job Satisfaction	SA	A	D	SD	X Score
A	Makes me take my job seriously	55	37	12	6	3.3
B	Does not make my job clearer to me	13	12	52	38	2.1
C	Makes me feel proud on my job	45	37	14	9	3.1
D	Does not make me become more competent on my job	15	13	48	29	2.1
E	Makes me fear no duties on my job	8	15	37	48	1.9
	Significant Mean Value					2.5

employee motivation and organizational success. Allen and Helms (2012) in their study, employee perception of relationships between strategy, rewards and organizational performance found that the importance of regular expressions of appreciation by managers and leaders to encourage behaviour of employees to reach strategic goal is recognition in an organization. Again, Islam and Ismali (2014) in their own study, ranking of employees' reward and recognition approaches: Malaysian perspective shows that 87% of employees indicate that it is very important for them to be recognized by their manager and 84% of managers concluded that providing non-monetary recognition as a reward has increased their performance. Further 91% of managers conclude that recognizing employees help motivate them. Based on the data on Table 2, there is clear evidence that recognition has a significant effect on job satisfaction in academic libraries in Imo State, Nigeria.

CONCLUSION AND RECOMMENDATION

The rate of librarians' job satisfaction and commitments increases as the rate of promotion increases. As the rate of recognition decreases, so also the rate of satisfaction and commitment on the job decreases. This paper recommended that academic libraries in Imo State should come up with policies that will promote librarians regular promotion. Again proven cases of denial of recognition should be re-visited to ensure fair play. A common accommodative strategy in this direction will increase their job satisfaction.

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Full Length Research

Strategies for Improving the Availability and Quality of Human Resources Required Using Computer for the Teaching of Library and Information Science Studies in Ahmadu Bello University, Zaria

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The major purpose of this study was to determine the strategies for improving Library and Information studies in Ahmadu Bello University, Zaria. Four research questions were answered and four null hypotheses were tested at 0.05 level of significance. The population for the study consisted of 282 made up of Library and Information Science Students. The researchers use all the sample population because of the manageable size. Descriptive survey design was used to generate data for the study. Structured questionnaire was used to elicit information for the study. The questionnaire was pilot tested with a sample of 30 students from Nasarawa State Polytechnic Nasarawa State. Cronbach Alpha reliability test was used to determine the internal consistency of the instrument and this yielded a reliability coefficient of 0.77. The data were analyzed using mean statistic for the research questions and ANOVA was used to test the null hypotheses at 0.05 level of significance. Based on the findings, it was revealed that there was no significant difference in the mean rating of students on the strategies for improving the funding strategies required for using computer in the teaching of Library and Information Science studies. It was concluded that there are some basic strategies that could be adopted in other to improve the teaching of Library and Information Science studies using computer in the department of Library and Information Science studies. It was recommended that Library and Information Science studies instructors should be sponsored on retraining programmes at least twice a year through workshop, seminars and conferences to enable them learn the modern technological skills in their chosen field of endeavour.

Keywords: ICT in education, ICT based classroom, School, Assessment.

INTRODUCTION

One of the fundamental rights for every human being is education. Education prepares the individual for challenges in life. Consequently, Gujjar, Khan, Baig, Ramzan and Saifi (2010) opined that education does not only deliver information, but for developing complete personality of a child. It equally prepares students to be productive members of the society developed countries, school is seen as the gateway to providing not only an educated citizenry but also a capable workforce. According to World Bank in Etim (2006), education is now being recognized as the cornerstone of educational system in the 21st century. It therefore means that quality education is indispensable in creating a bright future for individuals and nations alike.

The term ICT have been used interchangeably. In some cases it has been referred to as computer education while in other cases it is called computer literacy. In whatever way, it means the same thing. ICT education is the effort or the ability to make the generality of the people computer literate. They went further to state that computer education (literacy) means ability to tell the computer what you want it to do and understand what the computer says. Computer literacy as the ability to be able to read, write and speak the language of the computer which is the bed rock of library and information science. It can also be looked at as a process of educating the people on how to use a computer to run a program and diverse application including business, industry and commerce (Abdulsalami et al. 2016). Library and Information Science studies according to Edhuze (2003) involve teaching and inculcating in the learner the basic skills required to independently manipulate the computer to achieve educational goals. He further stated that, computer studies as a subject is aimed at making students acquire skills and competencies required in this digital world of competitiveness. Such basic skills and competencies upon graduation make them conversant with term and practices embedded in the world of computer. Library and Information Science studiesis therefore a subject organized to enable people understand the function, uses and limitations of the computer and to provide an opportunity for the study of the modern methods of information processing.

The intention of Nigeria to include computer studies into the school curriculum dates back to 1988 when the National Policy on Computer Education was enacted and launched (Abimbade, 2009). The policy on computer education suggested the following as some of the computer curriculum context at the school level: A basic appreciation of how the computer works, an understanding of the basic principle of operating the computer, hands-on experience using the pre-programmed packages which are relevant to the interest of the students as lecturer aids in different subjects. According to the National Policy on Computer Education (1988), it is expected that by the end of school education, the students has acquired reasonable competence in software such as word processing, spreadsheet, database analyzing programs that allow learners interact with the computer the way they desire (Ayogu, 2008). It therefore means that to achieve these objectives as stated in the National Policy on Education, strategies are needed.

According to Abdulsalami et al (2016), strategies offer a framework within which an organization defines possible means of achieving its goals and objectives. The objective of every strategy is to put the organization in a position to carry out its mission effectively and efficiently. Educational program facing difficulties needs to be developed and implement strategies to improve its fortunes. In line with this, the Federal Government adopted a strategy: The introduction of a scholarship award scheme known as Technical Teacher Training Program (TTTP). This scheme took off in the month of January, 1992. One of their aims is the training of serving science and technical teachers in computer studies throughout the country (Nigeria).

In carrying out its assignment, it was noted that the major objective of introducing computer literacy program at the school level is to enable students acquire a level of knowledge about computers which would fit them directly into the employment market or enable these students to pursue courses in computer science. One of the major merits of the National Policy on Computer Education, therefore, is that it recommended the introduction of computer studies at all level in Nigeria. As a matter of fact, the committee recommended a total lifting of restriction on computer studies in a way that computer literacy program can begin right from primary school. According to the committee, computer studies should be introduced at any level provided the necessary facilities and resources are adequately provided for effective implementation.

Since then, effort has been made to include computer studies in the primary and secondary school and higher institutions. According to Batubo, Digitemie and Nelly (2008), no educational program for primary and secondary school over the world that is devoid of computer studies, is complete. With the introduction of computer studies, in Nigerian school, its implementation has been faced with so many difficulties ranging from resources (computer experts, computers and computer systems) to equipment necessary for teaching computer studies. With the launching of the National Policy on Information and Communication Technology (ICT) in 2001, the Federal Government began a spirited campaign to make computers available to different strata of the society, beginning from the federal and state owned schools. Obioma (2009) however declared that the greatest challenge facing the improvement of the new program was to train pre-service teachers or to re-tool the skills of adequate number of serving teachers. Improvement according to

Robbinson (2000) is the development of circumstances in which something is lacking to better standard or quality. In line with this, there is need for recruitment of qualified computer teachers according to Kersh in Bada (2009), the classroom teacher will never be replaced by programme of self-instruction. Rather, he will be free to guide the learning of his students in ways that only a human being can. They went further to assert that in using computer for instruction, the teacher's role is hypothesized as changed basically from that of informer to learning facilitator. His duty of delivering lectures changes to that of guide and problem solver. On the other hand, there is need for computer literate teachers both at lower and higher education.

According to Sloan in Edhuze (2003), the need for computer literate teachers can lead to improved students' performance in thinking logically, formulating problem, solving procedures and understanding relationships (Sloan, 2005). With computer literate lecturers, the supervision of library and information studies is possible as pointed out by Hall in Edhuze (2003) when supervised, virtually all homework, can be done on computer, essay can be written since computer take the drudgery out of doing calculation or writing and tackling of more complex problems. It also enables students to concentrate on the task ahead. It therefore implies that everyone stands to gain from the inclusion of computer studies in Library and Information Science studieseducation. Schwedt in Edhuze (2003), however noted that in a well-equipped computer classroom and with properly trained computer literate teachers, both difficult and impossible task could be accomplished. Such task like allowing for shared screen work, local network servers, which facilitate paperless transfer of file on-line (access to the internet can turn each seat into a binary) and on-line conferencing can stimulate active writing participation by every student. With this advantage, teachers are the most important force in the improvement of the program and their efforts at providing quality education for students and raising students' achievement cannot be underestimated. It therefore means that the single most important determinant of what students learn is what their lecturers know: lecturers' qualifications, lecturersknowledge and skills, make more difference in students learning than any other single factor. Hence improving students learning includes investing in lecturers learning to provide an enabling environment and resources to ensure a successful improvement of library and information studies using the computer.

STATEMENT OF THE PROBLEM

The growing need for computer literacy has made it imperative that increased attention be given to the study of computer at all level of education especially in tertiary institutions. It has been observed that Ahmadu Bello University, Department of Library and Information Science, Zaria has shown that inadequate laboratory, computer and instructional materials required for teaching and learning of Library and Information Science Studies are not only inadequate but have not been fully utilized. Further interaction with students has shown that they are not taught with computer regularly like any other subject due to shortage of computer technological equipment. However, one of the lecturer opine that, computer instructors among the lecturers are in short supply while most lecturer do not poses computer qualification when employed. The Head of department however noted that most of the lecturer hasonly been exposed to the theoretical aspect of their programme while little or no attention was paid to the practical aspect of their programme during their years of training.

It therefore means that without proper improvement on the gaps facing Library and Information Studies students upon graduation are bound to be completely obsolete in our contemporary society where knowledge of computer has become a prerequisite for employment, interview and in some cases for promotion. It is on this basis that the researchers deems it necessary to conduct a study on assessment of method of teaching using computer in the department of library and information studies in Ahmadu Bello University, Zaria.

OBJECTIVE OF THE STUDY

The major purpose of the study is to determine the assessment of method of teaching of library and information Science using computer in Ahmadu Bello University, Zaria. The study specifically sought to determine:

1.   The funding strategies require for improving the teaching of library and information studies, using computer in Ahmadu Bello University, Zaria.
2.   The strategies for improving the availability and quality of instructional facilities required for the teaching of library and information Science usingcomputer in Ahmadu Bello University, Zaria.
3.   The strategies for improving teaching methodology required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria.
4.   The strategies for improving the availability and quality of human resources required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria.

RESEARCH QUESTIONS

1.   What are the funding strategies required for improving the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?
2.   What are the strategies for improving the availability and quality of instructional facilities required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?
3.   What are the strategies for improving teaching methodologies required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria.?
4.   What are the strategies for improving the supply and quality of human resources required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

Like every institution, Ahmadu Bello University, Zaria is faced with the challenges of delivering educational services in the growing digital competitive world. We are in an era of globalization where the free flow of information is made possible through the use of the internet and satellite. It becomes imperative that a developing country like Nigeria should join the bandwagon of digitalization by improving library and information Science using computer in Ahmadu Bello University, Zaria. To achieve this objective, the Federal Government decided to introduce Computer studies into the nation's institutions by setting up a committee on Computer studies. According to Philip and Josiah (2003), the functions of the committee on Computer studies includes planning for a dynamic policy on Computer studies and literacy in Nigeria as well as devising clear strategies and terminologies to be used by the Federal, State and Local Governments introducing Computer studies. The general objectives of the policy therefore include, bringing about a computer literate society in Nigeria by the mid-1990s and enabling present graduates to appreciate and use the computer in various aspects of life and in future employment (Philip and Josiah, 2003).

It is therefore necessary to note that creative and adaptable strategies are needed to upset the likely risk of not achieving these stated objectives. A strategy is therefore defined as a framework of decision which provides basis for more detail planning. Every strategy must be realistic and attainable. Just like the above mentioned strategies: are they realistic and attainable? what are obstacles to it attainment? The improvement of computer studies must be matched with adequate funding, instructional facilities, appropriate teaching methodology and human resources required for teaching and learning of computer studies. Adequate funding is expedient for ensuring proper improvement of computer studies at higher institutions in Nigeria. According to Ayogu (2003), computer study is costly. Many strategies have to be put in place to finance computer studies. Ayogu however emphasized that such strategies for raising fund for computer studies could come from government, private sectors, community and or endowments. The world is growing so complicated in science and technology that we need to buckle up to the challenges in this digital age.

Without adequate instructional facility like the computer, meaningful learning cannot take place. No one can be computer literate without operating the computer (Ayogu, 2008). The computer can be applied for instruction in two distinct ways namely: Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI) (Obineli, 2008). According to Nworgu (2008), CAI is a program of instruction or package presented as computer software for instructional purpose. He further stated that the use of CAI has been found to make teaching and learning efficient, most effective, easier and less cumbersome since it present concepts in such organized manner that makes for greater clarity and easier understanding. On the other hand, Nworgu states that CMI is a program of instruction where the computer records the learners experience and interests. According to Obineli (2008) computer takes the place of the guidance counselor in CAI while in CMI; the guidance counselor manages the teaching learning process with the aid of the computer.

According to Baptise in Ayogu (2008) the challenges of preparing a scientifically literate citizen lie on the professional development of the teachers. According to Baptise (2003) professional development is essential in helping instructors improve the knowledge of subject they teach and the way they teach. To be effective, professional developer must engage teachers collectively as active learners. It must give them skills to use material in their classroom and provide an engaging opportunity to build knowledge and provide training for teachers to improve instruction in the classroom. Barnett and Eric (2000) stated that in terms of human resource management, administrators and policymaker must ensure that comprehensive strategies as well as programs to recruit, train and retain teachers are in place. They should also include new financial incentive, improve working conditions and better support for teacher in tertiary institutions. According to them, money is not enough; teacher need to feel supported, prepared, and justly rewarded to put in their best in the teaching and learning process.

The computer is made up of different component: the hardware, software and in most case people ware. The different component that make up the hardware include the system unit, the video display unit (VDU), the printer, the mouse and the keyboard which forms the major output unit of the computer system. In order to

understand the computer, they have been classified according to their types and functions. According to Adekunle (2006) classification of computer includes supercomputers, mainframe computer, mini computers and microcomputers. This classification has the advantage of easy recognition by those who have not been acquainted with computers. According to Osuala (2001), the concept of computer cannot be completed without some reference to microcomputers that are so small and inexpensive that they have begun to find their way into homes and schools. Thus the concept of computer is well understood when its various components as well as types are vividly shown to those who have the concept in their mind and see it as abstract.

Computer Studies in Library and Information Science

The need for computer studies in Library and Information Science is enormous. The world is a global village, information dissemination is done in seconds, and institutions/offices are tuning into a paper-less institutions/office (Edhuze, 2003). All these could be attributed to digitalization, which is facilitated by information and communication technology devices such as computer, internet, fax, global system of mass communication (GSM) or mobile phone and satellites (Usoroh, 2008). This digitalization can only be made useful when a society is computer literate and the changes of becoming a computer literate society is through Computer studies taught mainly in every institution. This is a major challenge to universities, because it is their responsibility to graduate students who can fit into the information age. It can therefore be said that computer literacy is needed in a society like ours if we want to be part of this global consumer of ICT.

The use of computer as a facility is possible and necessary in our institutional system. Its use can aid communication among students. Computer communication has played and is still playing an important role, not only in institutions, but also in offices, hospitals, libraries and in homes. At the institutional level, computers enable the students communicate at fast, accurate and convenient pace to other people through e-mail (Okonkwo, 2006). Sending and receiving data electronically will take only a few seconds. In information processing, computer can sort or search through huge amount of information in a flash. Computer communication makes any information needed easily and widely available irrespective of distant between the two destinations (Okonkwo, 2006). Computer studies also present challenges to institutions lecturers. Such challenges have prompted lecturer to go for training in other to build confidence in the handling of computer related courses. Such training also helps them develop a sense of rapport with students and equally makes them appreciate its potential for problem solving (Okonkwo, 2006). He went further to say that their knowledge of Computer studies also helps them to schedule classes, print results, send lecture note online to students and store and upgrade student's record. Most often these records are used by guidance counselor for student career choice he concluded.

Okebukola (1997) also asserted that computer is not part of classroom technology in public schools in Nigeria. Thus the chalkboard and textbooks continue to dominate classroom activities in most institutions of higher learning in Nigeria. If a country such as Uganda which has less than a fifth of Nigeria's resources, now use ICT facilities to help schools students to become better information users, why is Nigeria lagging behind? (Aduwa &Iyamu, 2005). The answer is simply mismanagement of the huge resources of the country and inability of political leaders to prioritize Nigeria's developmental needs (Okebukola, 1997). There is no doubt that in the current harsh economic competition, the private sector in Nigeria has embraced ICT to stay afloat. The banking sector, insurance, manufacturing industries and multination companies in the oil sector have embraced multimedia technology to bring innovative solutions to their current challenges. If Nigerian wants to be a major player in the global market of ideas and prepare her citizens for the new environment of today and the future, the country should embrace functional Computer studies (ICT) in all institutions of learning for the following reasons: ICT as aids to teaching and learning; ICT as a tool for management; ICT as instrument for economic development; ICT as instrument of high technological development (Aduwu&Iyamu, 2005).

Information and Communication Technology as aids to Teaching and Learning in Library and Information Studies

The importance of ICT is quite evidence from the educational perspective. Though the chalkboard, textbooks, radio/television and film have been used for educational purpose over the years, none has quite impacted on the educational process like the computer (Aduwa &Iyamu, 2005). They opined that television and film impact only on the audiovisual faculties of users, the computer is capable of activating the senses of sight, hearing and touch of the users. ICT has the capacity to provide higher interactive potential for users to develop their individual, intellectual and creative

ability. The main purpose of ICT consists not just in the development of human mental resources, but also allow people to both successfully apply the existing knowledge and produce new knowledge (Shavinina, 2001). The collective and rigid nature of learning of library and information science and the passive nature of the learning associated with the use of radio, television and film do not contribute any innovative changes to traditional methods in education system. According to Abdulsalami et al (2016). Information and communication technologies are being used in the developed world for instructional functions. Today, computers perform a host of functions in teaching and learning as many nations are adding computer literacy, reading and writing literacy as skills students will need to be successfully in a technologically developed world. At the instructional level, computers are used by students to learn reading, library and information science etc.

In educational multimedia applications, Abdulsalami et al (2016) asserted that today's learning contents are domain-specific products and that they dominate the world market. According to Abdulsalami (2003), domain-specific educational multimedia is directed to knowledge acquisition skills development in library and information science, other fields and so on. There is no doubt that ICT provides productive teaching and learning in order to increase people's creative and intellectual resources especially in today's information society. Through the simultaneous use of audio, text, multicolor images, graphics, motion, ICT gives ample and exceptional opportunities to the students to develop capacities for high quality learning and to increase their ability to innovate. Nigeria cannot afford to lag behind in using multimedia to raise the intellectual and creative resources of her citizens. This is particularly important for children whose adulthood will blossom in a cyber-environment entirely different from that of the present (Shavinina, 2007). Nigerian children need to be taught by radically new educational programme and variety of educational contents with multimedia playing key role.

In today's world, not only are we surrounded by technology, but our primary means of reaching others in far and near places are mediated by technology (Aduwa &Iyamu, 2005). According to Aduwa &Iyamu (2005), technology is progressively effacing the two previous environments: nature and society. The environment he talked about is that which enables us to live, sets us in danger and it is immediate to us and mediates all else. He asserted that modern man cannot live without these gadgets (mobile phone, computers, internet etc.). This is what makes human subservient to technology rather than technology being subservient to humanity.

There is no doubt that one of today's realties is an extremely fast development of high-technology. This has resulted in a huge change of the individual's life in business and private settings. There is strong need to know and use modern technology in our social life, the economy, the business and education. New and sophisticated breakthroughs in high technology encourage companies to introduce technological innovations rapidly into their business practices. According to Aduwa &Iyamu (2005), the United States space programme has benefited immensely from rapid development in high-tech and today's information and communication technology is the order of the day. In many parts of the developed world, cellular, satellite, and wireless technologies combined with innovative business practices are beginning to make up for the shortcomings of the traditional analog technologies. Nigeria was introduced to cellular technologies a little over two years ago and this has revolutionized the communication industry in the country, though majorities of Nigerians are yet to benefit from the services due to high cost (Aduwa &Iyamu, 2005). If Nigeria must be part of developed world in the near future, it must embrace technology and discard some of the old habits and perspectives and retool completely. There is need for the country to re-strategize and expand its vision so as to cope with the challenges of a technological society (Aduwa &Iyamu, 2005).

Problems of Using Computer in Library and Information Studies

There are several impediments to the successful teaching and learning of library and information studies using computer in Ahmadu Bello University in Nigeria. These are: cost, weak infrastructure, lack of skills, inadequate software and limited access to the Internet (Aduwa &Iyamu, 2005).

Cost: The price of computer hardware and software continues to drop in most developed countries, but in developing countries, such as Nigeria, the cost of computers is several times more expensive. While a personal computer may cost less than a month's wages in the United State, the average Nigeria workers may require more than two years income to buy one. Nigeria has over 350,000 higher institutions, majority of them lack instructional materials such as, computer, software, multimedia, projector, white board etc. (Aduwa &Iyamu, 2005). Apart from the basic computers themselves, other costs associated with peripherals such as printers, monitors, paper, modem, extra disk drives are beyond the reach of most institutions. Most institutions in Nigeria could not afford to purchase information learning equipment due to exorbitant internet connection fees.

Weak Infrastructure: In Ahmadu Bello University, a formidable obstacle facing the teaching and learning of library and information using the computer is infrastructure deficiencies. Computer equipment was made to function with other infrastructure such as electricity under controlled conditions. For a long time, the nation has been having difficulty providing stable and reliable electricity supply to every nook and cranny of the country, not excluding Zaria. Currently, there is no part of the town, which can boast of electricity supply for 24 hours a day except probably areas where government officials live. There have been cases whereby expensive household appliances such as refrigerators, deep freezers and cookers have been damaged by upsurge in electricity supply after a period of power outage. Electronics equipment such as radio, television, video recorder and even computers has been damaged due to irregular power supply. When electricity supply is not stable and constant, it is difficult to keep high-tech equipment such as computers functioning, especially under extreme weather conditions as obtained in different part of the country.

Inadequate Skilled Personnel: Nigeria does not only lack information infrastructure, it also lacked the human skills and knowledge to fully integrate ICT into secondary education (Aduwa &Iyamu, 2005). To teach library and information science using computer (ICT) in Ahmadu Bello University, the need for locally trained workers to install, maintain and support Computer Systems cannot be over emphasized. There is acute shortage of trained personnel in application software, operating systems, network administration and local technicians to service and repair computer facilities. Those who are designated to use computers in Nigeria do not receive adequate training, at worst, do not receive any training at all (Okebukola, 1997).

In Nigeria, most lecturers lack the skills to fully utilize technology in curriculum implementation. Hence the traditional chalk and duster approach still dominates most of our institutions of higher lerning pedagogy. Information transfer using ICT is minimal in most institutions in Nigeria (Anao, 2003). Nigerians lecturers need to be trained on educational technologies and the integration of computers into classroom teaching. According to Carlson and Firpo (2001), lecturers need effective tools, techniques, and assistance that can help them develop computer based projects and activities especially designed to raise the level of teaching in required subjects and improve student learning.

Inadequate Software: There is no doubt that the ultimate power of technology is the content and the communication (Salomon, 2009). Though, software developers and publishers in the developed countries have been trying for long to develop software and multimedia that have universal application, due to the differences in education standards and requirements, these products do not integrate into curriculum across countries. Software that is appropriate and culturally suitable to the Nigerian education system is in short supply (Aduwa &Iyamu, 2005). There is a great discrepancy between relevant software supply and demand in developing countries like Nigeria. According to Salomon (2009), there are clear indications from many countries that the supply of relevant and appropriate software is a major bottleneck obstructing wider application of the computer. According to Aduwa &Iyamu (2005) even if Nigeria tries to approach this software problem by producing software that would suit its educational philosophies, there are two major problems to be encountered. First, the cost of producing relevant software for the country's educational system is enormous. Second, there is shortage of qualified computer software designers in the country. To overcome this, people need to be trained in software design.

Limited Access to the Internet: In Nigeria particularly Ahmadu Bello University there are few Internet providers that provide internet gateway services. Such Internet providers are made up of Nigerians who are in partnership with foreign information and communication companies. Many of these companies provide poor services to customers who are often exploited and defrauded. The few reputable companies, which render reliable services, charged high fees thus limiting access to the use of the Internet. The greatest technological challenge in Nigeria is how to establish reliable cost for Internet connectivity. In a country where only about half of the populace has personal computers, the few reliable Internet providers who have invested huge sum of money in the business have a very small clientele. They have to charge some fees in order to recoup their investment in reasonable time.

Prospects of Library and Information Science Using Computer Aided Assistant in Ahmadu Bello University

There are numerous and good prospects of library of and information science using computer for teaching and learning in Ahmadu Bello University in Nigeria. The following major areas suggest the range of applications that using computer can serve lecturers and learners in Nigeria. Computer can enhance educational efficiency. The efficiency in teaching various subjects could be improved for institutions already teaching large classes of students. In this situation, students no longer receive the much desired individual assistance. It is possible to use carefully prepared computer

programs to ensure that learners are accurately and systematically instructed. The computer can enhance problem-solving skills of the learners by focusing on thinking skills. Computers can serve administrative functions. They can replace the laborious exercise of filing papers in filing cabinets and shelves where records accumulate dust over a long period of time. Another administrative application of the computers is their use for budget planning, accounting for expenditure, writing correspondences and reports, assigning students to classes, reporting students' progress and testing students and scoring tests which help to reduce paper work. Computers can be used for individualized learning in Ahmadu Bello University. Due to the class size and differences in the individuals learning style and pace, microcomputers will enable the student to progress at their own pace and receive continual evaluation feedback and corrections for errors made. In this way, computers allow the development of partner-like interactive and individualized relations with the user. Computers play the role of the tutor and present the learner with a variety of contents and concept.

   Computers can change current pedagogical practices in higher institutions in Nigeria, which depended heavily on the traditional lecture method. It is universally accepted that computers allow more independent exploration, more personally tailored activities, more teamwork, and more significantly, less didactic instruction. The role of the lecturer, therefore, changes from information dispenser to that of information manager, from authoritative source of information to a guide of self-propelled exploration (Smith, 2009). Computers will offer lecturers improvement in the techniques of research. The cumbersome exercise of searching by hand through the library's card catalog or periodical indexes can be made easier by typing few key words pertinent to the research topic into a computer and the researcher can receive extensive list of related sources of articles in books and journals in just a matter of minutes. It can also be used in the analysis of data and better presentation of research report.

Strategies for Improving Library and Information Science Teaching Using Computer

Meeting the challenges of globalization in this present dispensation requires that achievable strategies are adopted for improving teaching using computers in higher institutions in Nigeria. Such achievable strategies for improving teaching and learning using computer include:

Improving Funding required for Computer Aided Instruction

   The success of education or of educational programme is hinged on adequate funding. In other words, educational development in any country, whether developed or developing depends on adequate funding. According to Olaitan, (2008), it has been the study of government in executing projects in Nigeria since the colonial period. This was achieved through preparation of annual budget, which were usually made open to citizen of the country through the media (Olaitan, 2008). It is with funding that physical facilities are set up and maintained, equipment procured, goods and services provided and man power employed and maintained (Ezeocha in Ndu, Ocho&Okeke, 2007). According to Okafor and Nwankwor (2003) the future of any society depends on the quality of education provided to its young people. Ukeje (2008) brought these ideals system of American University of diversification of sources of fund and suggested that it is not very healthy for the school and what they stand for to be in total dependence on Government for funding. The reality of academic freedom, he pointed out, could require them to have some resources and sources other than the Government, so that they can once device other means of fund raising.

   However, Onuoha (2008) suggested that certain factors militate against adequate funding of education in Ahmadu Bello University and as such these factors can also be related or have special effect in the teaching of library and information science using computer. Such factors are excessive enrolment of student for education, unsteady price of crude oil, macro-economic variables and corruption Onuoha (2008) is of the view that the following strategies if implemented and some macroeconomic control measures taken will improve funding for any institution. First they suggested alternative sources of revenue. By this it means that educational institutions should take measures to increase their internally generated revenue. According to him, through increase of fund allocated to institutions, establishment of business centers, allowing business men who are interested in the institution to develop and pay rents to schools at the end of the school, encouraging good relationship/links with the institution sold boy/girls-associations (to enable them pay back to the institution through endowment, grant or donation etc.). He went further to state that investment of cash/ICT facilities received from ICT competitions or debate as well as making schools that offer computer pay extra fee can be a strategy. Furthermore, levies can be imposed on students when collecting their certificates.

Improving the Availability and Supply of Instructional facility required for Teaching Library and Information Science Using Computer

The act of receiving instruction is teaching (Nwachukwu, 2001). The concept of teaching and instruction are therefore related in terms of their objectives-impacting knowledge (Nwachukwu, 2001). In every institution of learning, its major purpose is to help learners learn. To achieve this, each part (lecturers and learner) must set its own goal. All these goals must be congruent for them to achieve the goal of education by providing for different individual. In other to provide for different individual, scholars and educationist must be able to provide different instructional approach and facilities for use in education. Instructional strategies, which are varieties of an instructional approach, mean help given to learner to easy their rate of assimilation.

According to Landu (2005) in Nworgu (2007) the use of computer for instruction can be classified into two major categories: Computer Assisted Instruction (CAI) and Computer Managed Instruction (CMI). This strategy refers to any instructional program whereby computer performs, manages or supports some or the entire lecturer provided functions. Most proponent of individualized instruction saw the computer as a way to further improve the design and delivery of individualize instruction – now in an electronic environment. CAI is so effective in that they offer user-friendly environment, which can entertain and allow individual to work at own pace thus making them active participants.

Hence the following strategies are suggested to alleviate the problem of quality and supply of instructional facility. Organization of periodic seminars and workshops for lecturers in other to disseminate universally accepted strategies of teaching, adequate provision of ICT facilities, training of lecturers by the government in other to be conversant with the basis computer skills required for effective teaching, reduction of class-size by increasing students ratio to 2:1, training lecturers to be conversant with different instructional skills to effectively computer to teach as well as use computer and ICT facilities and regular supply of computer textbook by local and state government. Other strategies may include provision of standard library by PTA, for the day-today use by lecturers and students, partnership with internet provider such as MTN, GLO etc. There should be regular in-service training for lecturer to master skill for effective teaching using computer as well as recruiting qualified lecturers, purchase or donation of instructional material and equipment by host communities. Attendance to practical class should be made mandatory.

Improving Methodology required for Teaching Library and Information Science Using Computer Aided Instructions

It cannot be overemphasized that the successful integration of ICT facilities (Computer) into the school depends on lecturer begin aware of the relevance of ICT as a means of providing access to a richer range of resources for themselves and the students (Etuk, 2007). They must also be convinced of the comparative effectiveness of ICT facilities in the classroom over the traditional method of teaching. According to Etuk (2007), lecturers need to be properly educated to be morally responsible enough to know and ensure that ICT is not adopted in the classroom as a surrogate lecturer but as a means to enhancing innovation, creativity, reflectiveness, confidence and a sense of self-reliance in both the lecturer and their students.

Teaching methods, materials and equipment involved are presently not familiar to a great number of lecturers who were not exposed to these during their years of training (Etuk, 2007). Therefore, lecturers need to be prepared to be retrained in other to be computer literate. This knowledge of computer, will enable them prepare students successfully for today information rich and technology driven world. Such strategy for improving teaching methodology includes employment of qualified lecturers, use of different teaching methods, provision of adequate facilities, giving of assignment after practical class, use of continuous assessment as a means of evaluating student, provision of proved programs (software) and their corresponding tutorials for easy understanding. Other strategies may include use of individual and group projects in teaching library and information science, professional development of the lecturers, use of improvisation (drawing of computer and its various parts on a card-board) and the use of instructional facilities for teaching library and information science using computer. A robust technical infrastructure and technical support, for example, internet connectivity, computers and computer instructors/lecturers can also be useful. Finally, adopting student-centered learning strategies such as concept mapping, peer tutoring, peer learning methods, group work, e-learning, peer tutoring etc. should be encouraged. In the student-centered approach, it is believed that knowledge is constructed by students and the lecturer is only a facilitator of learning rather than a presenter of information. In this way, students become more active participants in the learning process wherever possible and take greater responsibility for their own learning. These strategies can encourage deep level processing of information, to make the students efficient, problem solvers and increase ability to develop lifelong learning skills.

Constructivism Learning Theory

Jean Piaget a psychologist propounded cognitive constructivism. Constructivism approach to learning emphasis authentic, challenging project that include students, lecturers and experts in the learning community (Siemens, 2004). Its goal is to create learning communities that are more closely related to the collaborative practices of the real world, where problem are seen from different perspective, and are able to negotiate and generate meaning and solution through shared understanding. This theory argues that it is impractical for lecturers to make all the current decisions and dump the information to student without involving student in the decision process as well as assessing students' ability to construct knowledge. Hence students learn through experience.

However, Sharon suggests that the role of the lecturer in constructivist learning environments is one of facilitator, guide and coach. The learner assumes responsibility for her own learning under the direction of the lecturer. Therefore, in a computer-enhanced learning environment, the lecturer provides the resources, assignments, and data. He then guides the discussion paths while allowing the learners to branch out into areas that present interest and discovery. Hence the learner is free to choose when to work, the order which to do that work, and to manage her own time. According to Siemens (2004) some basic limitations of this theory is that it did not address learning that occurs outside of the people (i.e. learning that is stored and manipulated by technology). They failed to describe how learning happens within organizations. It is worth remembering that learning theories are concerned with the actual process of learning, not with the values of what is being learning. In a networked world, the vary manner of information that we acquire is worth exploring. When knowledge is abundant, the rapid evaluation of knowledge is equally important (Siemens, 2004).

This theory is relevant to this study in that it could be applied in the classroom for improving the teaching and learning of computer studies, especially when using Computer Assisted Instruction (CAI) as a student learning approach. CAI is designed such that it consists of interactive tools for easy navigation by the user. Hence, instructors can give assignments, class work, and projects to enhance and engage learners. It provides opportunities for student-to-student learning which is also very crucial, along with student-to-teacher and student-to-course platforms. Feedback can be swift and effective. Finally it creates room for evaluation, bearing the process of learning in mind. According to Sharon, in constructivist computer studies, the learner is evaluated in a broader method. Paper-and-pencil testes are still appropriate but should not be the only method for evaluation. Student reflection papers, self-reflection journals, and cooperative authentic projects are also included.

Downes and Siemens' Conectivism Learning Theories

Connectivism, a learning theory for the digital age, was developed by George Siemens and Stephen Downes based on their analysis of the limitations of bahavioursm, cognitivism and constructivism to explain the effect technology has had on how we live, how we communicate, and how we learn (wikipedia encyclopedia, 2010). Connectivism also addresses the challenges that many corporation face in knowledge management activity. Knowledge that resides in a database needs to be connected with the right people in the right context in order to be classified as learning. Information flow within an organization is an important element in an organizational effectiveness. The starting point of the connectivism is the individual. The field of education has been too slow to recognize both the impact of new learning tools and the environmental changes in what it means to learn. Connectivism therefore provides insights into learning skills and task needed for learner to flourish in a digital era (Siemens, 2004).

Connectivism is relevant to this study in that it can be applied to management and leadership in the school system. The ability of management available resources in the school for optimal education achievement of desired educational outcomes is a significant challenge. Realizing that complete knowledge cannot exist in the mind of one person requires a different approach to creating an overview. Furthermore, diverse teams of varying viewpoints are a critical structure for completely exploring ideas. Innovation is also an additional challenge. Most of the revolutionary ideas of today at one time existed as a fringe element. An organizations ability to foster, nurture, and synthesize the impacts of varying views of information is critical to knowledge economy survival.

METHODOLOGY

This study adopted a survey research design. A survey research design was considered suitable since the study solicit information from various students and lecturers in the department of Library and Information Science, Ahmadu Bello University, Zaria. The population for the study comprise of 282 respondents. Because the size of the population for the study is reasonable to manage, the researchers decided to take all the entire elements of the population into

consideration. All the population involved in the investigation was sample i.e. (282). The instrument for data collection was questionnaire. The data collected from the use of the questionnaire was analyzed using mean and standard deviation to answer each of the four research questions. However, each of the four hypotheses was tested using ANOVA statistic at 0.05 level of significance. The Statistical Package for Social Science (SPSS 14.0 version) was use for the analysis. Any item with a mean of 3.50 or above was regarded as agree while items below 3.50 were regarded as disagree. For testing the null hypotheses, the ANOVA (analysis of variance) analysis was used. The hypotheses of no significant different were accepted for any item whose F-calculated value is equal to or less than the F-ratio value and rejected for any item whose F-calculated value is greater than the F-ratio value.

Data Analysis

Research Question 1

What are the funding strategies required for improving the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

The data presented in Table 1 revealed that the mean responses of lecturer of library and information science studies using computer are in all the 10 items and are greater than the cut-off point of 3.50. This indicated that majority of respondents used for this study agreed with these items as the strategies for improving the funding of strategies required for improving the teaching of library and information Science using computer in Ahmadu Bello University, Zaria. The standard deviation of items 1-10 rayed from .99 – 1.08. This revealed that the respondents' were close to one another in their opinion thus indicating that the respondents' are not far from the mean.

Research Question 2

What are the strategies for improving the availability and quality of instructional facilities required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

The data presented in Table 2 revealed that, items 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20 has their mean above the cut-off point of 3.50. Therefore, majority of the respondents in the study agreed with these items on the ground that strategies for improving the availability and supply of instructional facilities are required for teaching library and information science using computer facilities in the department of library and information science. The standard deviation of the respondents ranged from .98-1.15. This showed that, the respondents were close to one another in their responses and their responses are not far from the mean.

Research Question 3

What are the strategies for improving teaching methodologies required for the teaching of library and information Science using computer inAhmadu Bello University, Zaria?

Table 3 showed that all the 15 suggested strategies (items, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34 and 35) had their mean ratings above the cut-off point of 3.50. The standard deviation of the items ranged from 1.02-1.25. This revealed the respondents' closeness to one another in their opinions thus, further revealed that respondents are not far from the mean.

Research Question 4: What are the strategies for improving the supply and quality of human resources required for the teaching of library and information Science using computer in Ahmadu Bello University, Zaria?

The data presented in Table 4 revealed that all the ten suggested strategies (items 36, to 45) had their mean ratings above the cut-off point of 3.50. The standard deviation of the items ranged from 1.06 – 1.21. This revealed the respondents' closeness to one another in opinions thus further indicated that the respondents are not far from the mean. H01: There is no significant different (p<0.05) in the mean responses of lecturers/students on thestrategiesforimprovingthefundingstrategiesrequiredfortheteachingofLISstudies using computer in Ahmadu Bello University, Zaria.

FINDINGS OF THE STUDY

The following findings emerged from the study based on the research questions are hypotheses tested:

- Ten funding strategies were required for the teaching of LIS studies in Ahmadu Bello University, Zaria.
- Ten strategies were required for improving the availability and quality of instructional facilities required for the teaching of LIS studies using computer in Ahmadu Bello University, Zaria.
- Ten strategies were required for improving teaching methodologies required for the teaching of LIS studies using computer in Ahmadu Bello University, Zaria.
- Ten strategies were required for improving the supply and quality of human resources required for the teaching studies using computer inAhmadu Bello University, Zaria.
- There was no significant different among the mean responses of lecturers/students on the funding strategies required for the teaching of LIS studies.
- There was no significant difference among the responses lecturer/students on the strategies for improving the availability and quality of instructional facilities.
- There was no significant difference among the responses of lecturer/students on the strategies for improving the methodology of teaching LIS studies
- There was no significant difference among the responses of lecturers/students on the strategies for improving the availability and quality of human resources required for teaching of LIS studies.

University education is seen as a gateway to providing not only an educated citizenry but also a capable workforce. Quality teaching and learning is therefore indispensable in creating a bright future for individuals and nation alike thus it provides recipients with the skills

Table 1: Mean and Standard Deviation Ratings of Strategies required for improving the teaching of library and information Science using computer in Ahmadu Bello University, Zaria

S/N	Item	N	X	SD	Decision
1	Government should increase the fund allocated to Institutions, particularly ABU, Zaria	282	4.24	1.05	Agreed
2	Institutions that offer Library & Information Science should have their Internet Café. Business centers from where they can raise money for	282	3.92	1.07	Agreed
3	Alumini Association should be involved in donation of information equipment's.	282	3.91	1.06	Agreed
4	Cash/ICT facilitators received from ICT competition Or debate should be invested for improving LIS

Studies | 282 | 3.91 | 1.21 | Agreed |

S/N	Item	N	X	SD	Decision
5	Imposing levies on all students when collecting their Certificates	282	4.15	.99	Agreed
6	Schools that offer LIS studies should engage in Consultancy services	282	3.99	1.08	Agreed
7	Schools offering Computer studies to pay extra fees	282	4.00	1.06	Agreed
8	Meeting individuals and Ngo's to give endowment/ donations to LIS Studies	282	3.91	1.10	Agreed
9	Involving community in donating ICT facilities To LIS Studies	282	3.96	1.04	Agreed
10	International donor agencies should be involvedin donating computers or ICT facilitators to secondary schools offering Computer	282	4.02	1.08	Agreed
	Cluster		3.61	1.07	Agreed

and knowledge needed for economic growth, as well as furthering learning and training of professionals such as technician, scientists, entrepreneurs etc. In this 21st century the term LIS studies using computer literacy have been used interchangeable which is aimed at making the generality of the people computer literate. The intention

Table 2: Meanand Standard Deviation Ratings of Lecturers/Students Responds on   the Strategies for Improving the Availability and Supply of Instructional Facilities required for Teaching LIS Studies

S/N	Item	N	X	SD	Decision
1	Adequate provisions of ICT facilities for the teaching LIS by private organizations or NGOs. be conversant with the basis LIS skills	282	3.97	1.12	Agreed
2	Training of Lecturers' by the Government in order to require for effective teaching of LIS studies.	282	3.92	1.13	Agreed
3	Recruitment of qualified lecturers for the Teaching of LIS	282	3.89	1.14	Agreed
4	Regular supply of information equipment's by local and state government for effective teaching of computer LIS studies.	282	3.92	1.14	Agreed

S/N	Item	N	X	SD	Decision
5	Partnership with internet provider by the school for regular supply of ICT requirements.	282	3.95	1.15	Agreed
6	Standard internet library café should be provided by Donor agencies or alumini, for day today use by teacher And students of LIS studies.	282	4.08	1.13	Agreed
7	Instructional materials and ICT facilities should be Purchased or donated by host communities as A A means a way of encouraging ICT awareness.	282	4.34	1.05	Agreed
8	Lecturers should be trained in different instructional methods, of using computer and ICT facilities.	282	4.18	.98	Agreed
9	Attendance to practical class should be mandatory.	282	4.04	1.14	Agreed
10	Limiting the use of ICT tostudentsintheratio2:1	282	4.14	1.13	Agreed
	Cluster		4.09	1.11	Agreed

Table 3: Mean and Standard Deviation of Respondents (Lecturers and Students) on the Strategies for Improving the Methodologies required for Teaching of Library and information Science Using Computer in Ahmadu Bello University, Zaria

S/N	Item	N	X	SD	Decision
1	Different teaching methods such as discussion method should be used.	282	4.08	1.16	Agreed
2	Adequate facilities should be provided	282	4.10	1.02	Agreed
3	Participation should been courage among students in project work.	282	3.98	1.10	Agreed
4	Continuous assessment test (CAT) should be used As appropriate means of evaluating student.	282	4.09	1.18	Agreed
5	Group projects should be used in teaching Computer studies.	282	4.18	1.11	Agreed

Table 3: Continues

S/N	Item	N	X	SD	Decision
6	Assignment should be given after every L I S lesson	282	4.09	1.16	Agreed
7	Time slice as a means of accommodating more students should be used.	282	4.29	1.03	Agreed
8	Oldandnewlecturersshouldbedevelopedthroughorganiz ationofseminars.	282	4.07	1.21	Agreed
9	Students' problems should be identified at the end of every lesson.	282	4.11	1.14	Agreed
10	Improvisation of instructional materials should be Encouraged in teaching LIS studies.	282	4.07	1.20	Agreed
11	Assessmentofpracticalshouldbebasedon50% and 50% theory.	282	4.04	1.25	Agreed

12	Cordial relationship should be established between lecturers and students.	282	4.17	1.07	Agreed
13	Instructional materials should be used in teaching L I S	282	4.11	1.24	Agreed
14	Monitoring, supervision, practical exercises be given to test student level of knowledge	282	4.17	1.03	Agreed
15	Problem solving skills should be developed in students as a methodology in teaching L I S	282	4.16	1.12	Agreed
	Cluster		4.11	1.81	Agreed

Table 4. Mean and Standard Deviation Rating of the Strategies for Improving the Availability and Quality of Human Resource required for Teaching of library and information Science using computer in Ahmadu Bello University, Zaria

S/N Item N X SD Decision

S/N	Item	N	X	SD	Decision
1	Adequate recruitment of LIS lecturers and instructors should be done	282	4.17	1.15	Agreed
2	Adequate training of computer teachers/instructors.	282	4.16	1.09	Agreed
3	Appropriate channel of communication should be be established between the lecturers/students	282	4.17	1.17	Agreed
4	Scholarship programmes for training L I S lecturer Should be established.	282	4.26	1.15	Agreed
5	Introduction of instructional equipments to LIS in other to increase the number of LIS lecturers.	282	4.25	1.13	Agreed
6	Records of academic qualifications of lectures should Bekept properly for employment purpose.	282	4.24	1.14	Agreed

Table 4. Continues

S/N	Item	N	X	SD	Decision
7	Staff developmental activities and programs should be Be planned and followed up.	282	4.18	1.07	Agreed
8	Expert as resource lecturers should be employed in the	282	4.15	1.06	Agreed
9	Communication between the management and the Teaching staff of the LIS should be encouraged.	282	4.08	1.21	Agreed
10	Certificate for employment should be emphasized.	282	3.96	1.12	Agreed
	Cluster		3.74	1.13	Agreed

Table 5. ANOVA Analysis of mean responses of Lecturers/Students on the Funding Strategies required for the teaching of LIS Studies

Source squares Square (2-tailed)	Sum of	df	Mean	F-ratio	Sig.	Remark
Between groups	.142	2	.071	.104	.901	NS
Within groups	191.152	279	.685			
Total	**191.300**	**281**				

The one-way ANOVA presented the result of Fraction not to be significant at 0.05 level of significant: F (2, 279) = .104; p>0.05. The F-ratio of .104 with a p-value as .901 calculated at 0.05 level of significance and at 279 degree of freedom to be greater than 0.05. The null hypotheses was therefore accepted as postulated not to have any significant difference in the mean ratings of lecturers/students on the funding strategies required for the teaching of LIS studies.

H0₂: There is no significant difference (p(p<0.05) in the mean responses of lecturers/students on the strategies for improving the availability and quality of instructional facilities required for the teaching of LIS studies in Ahmadu Bello University, Zaria.

Table 6. Analysis of Variance (ANOVA) of the mean ratings of respondents on the Strategies for Improving the Availability and Quality of Instructional Facilities

Source	Sum of squares	df	Mean Square	F-ratio	Sig. (2-tailed)	Remark
Betweengroups	.137	2	.068			
Withingroups	223.583	279	.801	.085	.918	NS
Total	**223.720**	**281**				

The one-way ANOVA presented in Table 6 showed the result of F-ratio not to be significant at 0.05 level of significant: F (2,279) = .085; p>0.05. The F-ration of 0.085 with a p-value as .918 calculated at 0.05 level of significance and at 279 degree of freedom to be greater than 0.05. The null hypothesis was therefore accepted as postulated not to have any significant difference in the mean ratings among lecturers/students on the strategies for improving the availability and quality of instructional facilities.

H0₃: There is no significant difference (p < 0.05) in the mean responses of lecturers/students on the strategies for improving teaching methodologies required for the teaching of LIS studies using computer in Ahmadu Bello University, Zaria.

of Nigeria to include instructional studies into the postgraduate curriculum is aimed at equipping the students at all level with refinance computers in software usage such as word processing, spreadsheet, database analyzing programs that allow learners to interact with the computer the way they desire, unfortunately, the introduction of computer studies in LIS in Nigeria university faced serious setback in terms of its

Table 7. Analysis of Variance (ANOVA) of the Mean Ratings of Respondents on the Strategies for improving the Teaching Methodologies required for Teaching of LIS Studies.

Source	Sum of squares	df	Mean Square	F-ratio	Sig. (2-tailed)	Remark
Between groups	.607	2	.303			
Within groups	192.329	279	.689	.440	.644	NS
Total	**192.936**	**281**				

The one- way ANOVA presented the result of F-ratio not to be significant at 0.05 level of significant. F (2,279) = .440; P> 0.05. The F-ratio of with a p-value as 6.44 calculated at 0.05 level of significance and

at 279 degree of freedom to be greater than 0.05. The null hypothesis was therefore accepted as postulated not to have any significant difference in the mean ratings among lecturers/students on the strategies for improving the methodologies of teaching LIS studies at department of library and information science.

H0$_4$: There is no significant difference (p<0.05) in the mean responses of lecturers/students on the strategies for improving the availability and quality of human resources required for teaching of LIS studies in Ahmadu Bello University, Zaria.

Table 8. Analysis of Variance (ANOVA) of the mean ratings of respondents on the Strategies for improving the availability and quality of human resources required for teaching of LIS studies.

Source	Sum of squares	df	Mean Square	F-ratio	Sig. (2-tailed)	Remark
Between groups	192	2	.096			
Within groups	240.091	279	..861	.111	.895	NS
Total	**240.283**	**281**				

The one-way ANOVA presented the result of F-ratio not to be significant at 0.05 level of significant: F (2, 279) = .111; p > 0.05. The F-ratio of the .111 with a p –value as .895 calculated at 0.05 level of significant and at 279 degree of freedom to be greater than 0.05. The null hypothesis was therefore accepted as postulated not to have any significant difference in the mean ratings among lecturers/students on the strategies for improving the availability and quality of human resources required for teaching of LIS studies in Ahmadu Bello University, Zaria.

implementation raging from resources (computer experts, computer systems and its peripherals, infrastructures, security of equipment etc.) necessary for teaching and learning of LIS studies.

The study was a survey research design, questionnaire was the instrument used to collect data for identifying the strategies for enhancing the teaching and learning of LIS studies usingcomputer as mode instruction in Ahmadu Bello University, Zaria. A set of 45 structured questionnaire items was used to gather information from 282 respondents made up of lecturers and students.

Based on the data collected and analyzed, the following major findings of the study on strategies for improving LIS studies using computer in Ahmadu Bello University, Zaria.The data collected with the assistance of three research assistants and analyzed using SPSS 14.0 version which facilitates calculation of mean, standard deviation and analysis of variance (ANOVA). The mean and standard deviation were used to answer the four research questions while ANOVA was used to test the four null hypotheses at 0.05 level of significance.

CONCLUSION

The study concludes that there are some basic strategies that could be adopted in order to improve the teaching of LIS studies using computer in Ahmadu Bello University, Zaria. The study is of the view that LIS studies should provide sound basis for further training in computer science and be relied upon to enable students acquire the basic skills and knowledge needed to either secure a job and earn a living or to pursue further studies in their area of specialization (information science). Evidence from the study also revealed that funding strategies for computer could be used in improving the teaching of LIS studies in Ahmadu Bello University, Zaria. It is also found that strategies for improving the availability and supply of instructional facilities as well as teaching methodologies strategies could be used to enhance the teaching of LIS studies in Ahmadu Bello University, Zaria.. It is evident in the study that when students are adequately trained under an improved learning environment where instructional facilities are provided and qualified teachers engaged for the services of teaching and learning applying by proper teaching techniques there is no doubt that the performance of students in LIS studies will improve considerably, and as such they are bound to develop a remarkable interest in LIS studies and develop the necessary skills required to secure and succeed in the workplace.

RECOMMENDATIONS

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

1. University administrators should ensure that LIS lecturers are sponsored on retraining programmes at least twice a year through workshops, seminars and conferences to enable them learn the modern technological skills in their chosen field of endeavour.
2. The school administrators should as a matter of urgency liaise with private sectors to provide instructional materials and other facilities needed for teaching of LIS studies.
3. Aluminiand other major stakeholders of our education should assists our higher institutions by donating instructional facilities like laptops, desktop computers, multimedia, generating sets, internet etc. to enable students practice and acquire the skills of library and information science.

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Full Length Research

Reading habits and information expectations of orphan children at Child Protection Centers in Central Province, Sri Lanka

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Accesses to the knowledge as well as lifelong learning and literacy skills have become the priority of the society. Orphan children and the child protection centers in Sri Lanka are gradually increasing. These children are also members of the society and it is essential to given more attention to educate them with the modern library facilities. It seems that the child protection centers have given less priority to improve the library resources. Therefore this type of survey will be very useful to policy makers to give more attention to improve the library facilities at the Child Centers. The main purpose of this study was to investigate reading habits and information expectation of orphan's children at the child protection centers in Central Province Sri Lanka. Open and closed ended questionnaire was used to this survey and also observation on child centers also was used. Data analyzing was the descriptive analyzing methods. There are 35 child protection centers in central province and all of them were selected to this survey. Under this survey 30 centers were responded. According to the results, it was revealed that the best time for use the library by children is weekends. There were 80% of the libraries have not separate building and also they have not permanently allocated area as a library. Other 20 % centers maintain their libraries using a book shelves, cupboards, in a small room. There are very limited funds razing and donor support for the development of libraries than the other supports at the child centres. The majority of children use the school library for their information needs as the outside of the child center. The survey found that the above centers have given less priority to the library and reading promotion. Therefore the policy makers and governing bodies of these centers should be given prior attention to develop these centers.

Key words: Reading habits, information expectations, orphan children, Child Protection Centers

INTRODUCTION

Orphans children are defined as children between 0 and 18 years who have lost one or both parents and/or whose primary caregiver has died, or who are in need of care and protection. (Ministry of Women Affairs and Child Welfare, 2004:1). The Department of Probation and Child Care Services provide the alternative care for the children who are without adequate parental care and protection due to various reasons and children in conflict with the law. This includes

providing institutional care as an alternative means of providing necessary protection. The report indicated that there are 14,179 children in 414 institutions located in all nine provinces in Sri Lanka. (D P C C S Survey report 2013). This is an unsatisfactory and controversial situation for the children in Sri Lanka. The child protection centers have to be given prior attention to care of them. Before admitted to the orphan centers , these vulnerable children had faced serious issues such as educational , no one to care, low income of the parents, parent living abroad, domestic violence ,disability/illness sexual abuse, divorced parents, alcoholism, mother migration and insecurity at home. Moreover the mental stress caused to children by feuding parents, lack of love and care at home and unacceptable life styles of parents also caused to admit the children to the child centers. Therefore the government is responsible to give prior attention to care of these orphan children. Types of child protection centers which come under the Department of Probation and Child Care include receiving homes, detention homes, national training and counseling centers schools and voluntary children's homes as the child protection centers. "Access to the knowledge and the multicultural riches of the world, as well as lifelong learning and literacy skills have become the priority of our society. " Libraries acknowledge that children have special recreational reading needs". (Anita Brown -2004). A quality children's library equips children with lifelong learning and literacy skills, enabling them to participate and contribute to the community" (The Public Library Service – IFLA / UNESCO Guidelines for development, 2001).

The purpose of this study was to investigate the reading habits and information expectations of orphan children at the child protection centers in Central Province Sri Lanka. A questionnaire survey was used for the data collection and the data were analyzed with the descriptive analyzing methods. There are 35 child homes which are run by voluntary organizations under the supervision of the Department of Probation and Child Care Services in Central province, Sri Lanka.

The literature reviewed indicates that Sri Lanka has a high number of orphaned and increasing the children in the child protection centers. The most of the orphaned children are cared by volunteers or Non Government Organizations. The service providers or caregivers have given attention to look after them with providing of food, clothes, education etc. It was observed that they have given less priority to library. Therefore, this study was conducted to set out to address this knowledge gap, and to identify the information needs of children.

OBJECTIVES OF THE STUDY:

The main objective of this study was to identify the Reading habits and information expectations of orphan children at Child Protection Centers in Central province, Sri Lanka.

1.   Further to find out whether there are libraries in the child protection centers.
2.   To determine the issues in library.
3.   To identify the information requirement of the children.

RESEARCH DESIGN AND METHODOLOGY

It is very important to conduct this type of survey with regards to find reading habits and information expectations of orphan children at child protection centers. It was observed that there are very limited library facilities in these centers. The questionnaire was distributed among representatives of child centers and the observation done at the centers randomly. Total number of 35 child protection centers in Central Province was selected and questionnaires were distributed to all the representatives of the centers. Total of 30 respondents were responded and the response rate was 85%. The data was analyzed using descriptive statistical methods.

RESULTS AND DISCUSSION

It was revealed that there were 80% of the libraries have no separate building and also they have not permanently allocated area as a library. Other 20% centers are maintaining their libraries using of book shelves, cupboards or in a small room. The collections of books were vary from each other and there were 20 to 2000 books available for their children in the Centers. It is positive feature and there are library facilities as primary level and they have dire need of a library.

It was given attention to observe their suggestions to develop the IT facilities at their centers and they all agreed to improve of the library facilities and also the IT facilities, technological accessories to these centers. All the

representatives of the child protection centers responded with positive feedback and these facilities should be allocated for the children.

The survey revealed that the majority of the children are prefer to read children's magazines and followed by leisure reading magazines, sports magazines. It was revealed that their actual reading needs. They are keen on reading children's magazines as the first priority than others. This is a good finding to take decisions when people want to donate reading materials to such places.

The most convenient and preferred time for use the library is on weekends. Some of the children have mentioned that to open the library in the evening of the weekdays. This reveals that they like to read more on their leisure time in the weekdays. The administrative staff should focus on promoting reading during the weekends than weekdays.

Children in child protection centers not only fulfill their information needs by utilizing the available reading materials at their centers but also they are utilizing the other libraries such as public libraries, temple libraries, children libraries, school libraries and other libraries. The most of the children are using their school libraries to fulfill their information needs as the shortages of resources available in the centers. Generally public libraries place less emphasis on supporting curriculum needs of the school children. Therefore the libraries of the child protection centres need to fulfil the information needs of the children with supporting of their school syllabuses and also essential to build up the partnerships between school , public libraries with the child centres to sharing of information. It is very important as there is no single library can provide every item needed in the children.

The study also focused to find out their future plans of the library. According to the coordinators perspectives, they will plan to allocate more reading spaces, quality reading materials, audio and video materials, place for the small children's for the children's activities and computer and internet facilities. At present, the children are more attracted to audio and video materials and other internet base resources available.

Child protection centers have not special fund or donor agency or any other institute to enhance the information resources for the children. It has identified specially the Department of Probation and Child Care Services and some Non-Government organizations were helped to these child protection centers time to time. Many of the institutes provide their support through the donations and most of the donations are collection of books. These books may not properly match with the age of the children's in the centers. Since these donations and all support provided are not continuous child protection centers. It was always far behind when comparing with other information providing institutes

The majority of child centers are not able to provide library facilities for the disabled children's at the child protection centers. In this study, it was revealed out of 30 child protection centers only one has the facilities of library services to the disabled children. In future it is better to focus on these facts since they are also part of our society and they should be well equipped with current information for the betterment of their future. They also have the intention to improve their facilities to enable for the disabled or in other words differently abled children's but they have no sponsorship or funds provided by the higher authorities. The managing staff / funding agencies and other responsible authorities must be given more attention on this matter and it will make some special needy students life better. Administrators of the centers also have agreed to improve these facilities in their child protection centers.

Children's at child protection centres having counselling programmes mainly from Probation officers from the Department of probation and childcare and well trained external counselors. Department of probation and childcare is very much keen on this program and they have mentioned that the counseling programs are very successful. The counsellors also guiding children's to engage with more reading to enhance their knowledge and library facilities or reading opportunities should be further expanded than engaging with televisions at the child protection centers.

Even though they have limited information resources, children's may not visited to the library or the place allocated for the purpose of reading. The reasons for this issue are a collection of all the matters highlighted in the above. Some child protection centers having children below 10 years and since it is named as child protection centers some donators donating collections of books which may not suitable for their age. In the very small ages children's are more likely to have audio visual materials which are more attractive than books with small letters. So that based on this finding it is recommended to select proper information resources, by analyzing the target audience. Some centers having children's from all religions and they may speak in Sinhala, English or Tamil. Therefore, such information resources also should align with these requirements. The administrators of the centers have requested to provide more awareness programs about the reading habits, promoting reading among children's and staff training. Increasing of the information resources, establishment of well planned library management system, organizing of reading promotional programs etc.. at child protection centers are essential and they may be very useful to making them well informed citizens for the development of the country.

CONCLUSION & RECOMMENDATIONS

According to the survey the representatives of the child centers have given prior attention to needful of the library. They have suggested that there should have a good library with the current information resources. Also they should be upgraded according to the request of the children. Existing library facilities are very poor condition and some of the child centers only small box of books. They have not given attention to library. Some of the library has separated cupboard and a small reading area.

The matron or probation officers, preschool teachers who are responsible to these child centers to consult with students to learn of their interests and to ensure that the types of reading materials available in the centers or school , public library reflects those interests. They will interest that a diverse range of reading materials will encourage students to read.

• The children should engage with the planning stage of the library requirement, purchasing of books,   library activities, offering them the opportunity to select and purchase reading materials for their use.
• Promoting reading with the aim of inspiring all children to read for pleasure is a responsibility of all child centers. Also it is essential to create a culture in which all children are encouraged to be enthusiastic readers. The child centers also can be planned and implement the National Reading Campaign initiative.
• Organize the library visits with the children to motivate their reading habits and share their experiences and discuss problems.
• Provide opportunities to follow the library science courses to preschool teachers at the child centers.
• Provide good reading environment and increasing of   educational facilities, Library resources should be increased and it is essential to establish a separate library in each child care centre.
• Assist to educational activities with using of the library. Allocate specific time for storytelling, library reading hours, reading month programs etc.
• Staff to engage in extracurricular activities with using the library.
• Proposing of the funds for library development fund to run the library or allocate an annual budget allocation to purchase books and journals, news papers and identify donors to build a separated library building.
• Identify the donor agencies to sustainability of the library facilities and create an efficient coordination with regional libraries for sharing on resources.
It is essential to propose and aware the higher authorities/management to the necessity of library for children at the child care centers. The Child Protection Authority, Department of probation and childcare services, Provincial councils and other related institutes should take necessary action to improve the library facilities for these child care centers.

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Full Length Research

Information Needs, Sources and Information Seeking Behaviour of Female Artisans in Ilorin Metropolis, Kwara State, Nigeria

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This study investigated the Information needs, sources and Information Seeking Behaviour of Female Artisans in Ilorin Metropolis, Kwara State. The study adopted a survey research design and a total population of 939 which cut across 12 different female artisans groups in Ilorin Metropolis. The study adopted stratified sampling techniques from which a sample size of 187 female artisans. The major instrument used for data collection was questionnaire. A total of 187 copies of questionnaires were sent out, from which 185 copies were found to be valid and found fit for analysis. The data were analyzed using descriptive frequency table and mean with the aid of Statistical Packages for Social Sciences (SPSS). The study established among others, that female artisans in Ilorin metropolis have various information needs which include information on financial matters, new products among others. Also, the study revealed that the female artisans preferred listening to radio and obtaining information from association than visiting the library for their information needs. Furthermore, lack of government assistance in obtaining genuine and accurate information is one of the barriers faced by female artisans in accessing information. The study concluded that information is one of the vital element in making ends means and as such it should be given utmost priority it requires. The study recommended that government should enact policies that will artisans friendly; public libraries should provide and launch awareness programmes to artisans on the use o library and information centres; adult education programmes should be organized for female artisans among others.

KEYWORDS: Information, Information Needs, Information Sources, Information Seeking Behaviour, Female Artisans, Ilorin Metropolis

INTRODUCTION

Information is the yardstick that every activities rest upon for the day-to-day activities in organization, government parastatals, society businesses and even for female artisans. As information is important in the society, different channels can be used to access relevant information which includes newspapers, radio, television, libraries etc (Momodu, 2002).

Yusuf (2012) citing Crawford (1987), described information need to be very difficult to defined and measure but it involves cognitive process which may operates different levels of consciousness and hence may not be clear even not

to the inquirer himself. He further asserted that needs are objectives in the sense that they are what one must look for to support his or her profession. Needs are a matter of priority, what we need is overriding reason. Information needs could be seen as demand (requirement) and want (desire). Haruna and Mabawunku (2001) contends that needs arise when the state of possessed knowledge is less than that needed to deal with some issues, and that information needs are diverse, consistently changing and not amenable to generalization.

Information seeking behaviour is a basic activity indulged in by all people and manifested through a particular behaviour. It is also an aspect of scholarly work of most of the academic libraries who strive to develop collections, services and organizational structures that facilitate information seeking behaviour. The major information needs of the female artisans in Ilorin can be summarized thus; information in sourcing for raw materials, location of government tenders to improve their knowledge, likewise they need information on health, because it is believed that the artisans had no formal education. The information seeking behaviour of the female artisans in Ilorin is through conversation with friends and mass media such as television and radio (Olabisi, 2002).

STATEMENT OF THE PROBLEM

In quest to businesses successfully conduct business; female artisans need to adequately utilize information. The viability of any business, to a large extent, depends on the information they have at their disposal. Information needs and information seeking behaviours are dynamic and as such relevant information must be accessed at the right time whenever needed. The problem of information needs and information seeking behaviour of female artisans is that information providers may not know the actual information needs thereby denying them the relevant information needed to carry out their businesses(Mwale-Munsanje, 2011). With the increase in the number of female engaging themselves in various skills, it is very important that they are adequately equipped with necessary information to improve their businesses. It is through information that these artisans will be aware of sources of their skills, raw materials needed, marketing skills as well as identifying possible markets for their goods and services. It is on the note that the research intends to examine the information needs, sources and seeking behavior of female artisans in Ilorin metropolis, Kwara State, Nigeria.

OBJECTIVES OF THE STUDY

The general objective of this study is to examine the information needs, sources and information seeking behaviour of female artisans in Ilorin metropolis. The specific objectives are to:

1.   find out the information needs and seeking behaviour of female artisans in Ilorin.
2.   ascertain the sources of obtaining information by the female artisans in Ilorin.
3.   Barriers encountered in accessing Information by Female Artisan in Ilorin Metropolis

RESEARCH QUESTIONS

1.   What are the information needs and seeking behaviour of female artisans in Ilorin?
2.   What are the sources/media of obtaining information by the female artisans in Ilorin?
3.   Barriers encountered in accessing Information by Female Artisan in Ilorin Metropolis

LITERATURE REVIEW

The concept of information is not alien to every single human on earth. In fact, we all need and make use of information in everyday of our lives; either consciously or unconsciously.

Olaonipekun and Kuponiyi (2010) described artisans as a group of people that dwell in modern cities and rural areas, where they settled to trade and control petty trading and activities like carpentry, sewing, hairdressing, photography, etc. In the words of Hossain and Islam (2012), the information needs of people demand on various factors such as education, profession, age, gender, region, socio-economic condition, religion and even weather. Identification of the information needs of artisans is very important if any meaningful development is to be achieved in the society; given the fact that they constitute a larger part of the labor workforce. Yusuf (2012) citing Majid and Kassim (2000) affirmed that

factors that affect information seeking include person reason for seeking information, the kinds of information being sought and the ways and sources with which needed information is being sought.

Madukoma and Opemipo (2016) cited Ingwersen and Jarvelin (2005) who defined information sources as a physical or digital entity in a variety of media providing information. Patrick and Ferdinand (2016) confirmed that information sources are stored in various media, print and non-print, namely: books, journals, newspapers, computers, databanks, cassettes, discs, tapes, etc. and it is transmitted by printing or orally, audio-visually, telegraphically, electronically, peer, direct supervisors, and experienced coworkers, superiors, etc. Nsoffe and Ngulube (2016) reported that artisans in rural area do not make use of the library as source of information but instead listen to radio and information from other informal sources because of their easy accessibility.

Kolawole and Igwe (2012) identified some of the challenges facing artisan quest for information to include scarcity of funds has always constrained noble pursuits, public libraries cannot continue to sit on the fence; Lack of empowerment programmes such as economic incentives, soft loans, enabling environment, public utilities and others may impede their efforts at expanding their businesses and contributing to national development. Also, environmental factors like language and location of information, poor transportation system and location of the user may affect the flow and acquisition of information (Mooko and Aina, 2007).

METHODOLOGY

This study adopted the survey design methodology. The population of this study consists of all the registered female artisans in Ilorin metropolis. According to Kwara State Artisans Congress – the umbrella body of skilled workers in Kwara State (2018), there are twelve (12) different female artisans groups and those operating within Ilorin metropolis have a population of 939. A stratified random sampling was adopted. The population was divided into twelve (12) strata according to their job types. A sample of 187 registered female artisans was randomly chosen from the identified twelve (12) female artisans groups in Ilorin metropolis, which is in line with the recommendation of Borg, Gall and Gall (2007) who stated that a minimum of 20% of the population can be used as sample size of population of hundreds.

Out of the 187 copies of questionnaire distributed to the female artisans in Ilorin Metropolis, 185 copies of the questionnaire were valid and found fit for analysis. This represent a return rate of 98.9%.

Analysis

Table 1 shows the age distribution of respondents. The table 1 shows that most of the respondents are in the age group of 20-30 years as the total number of respondents in this age group was 95 representing 51.4% of the total respondents. The least represented age group is respondents in the age group 50 and above. The total respondents in this age group are 7 (3.8%) respondents. The below bar chart gives a clearer picture of the table.

The marital status of the respondents was represented in Table 2. The table revealed that 100(54.1%) of the respondents are married, 55(29.7%) respondents are single, 20(10.8%) respondents are widow while 10 (5.4%) are divorce. This simply implies that most of the female artisans in Ilorin metropolis are married.

Table 3 shows the educational qualification of the respondents. The table showed that 105(56.8%) of the respondents are NCE/ND holders, 40(21.6%) respondents are SSCE/WAEC/NECO/NABTEB holders while 20(10.8%) respondent are both Primary School Certificate holders and HND/Bachelor degree holders. The implication of this was that majority of the respondents are educated with ND/NCE certificate.

Table 4 depicts the total score is 5. Variable with a mean score of 3.00 and above shows that particular information need are very often needed. However, variable with a mean score of 2.0 and above also implies that respondents are often or always in need of information. Any information need with a mean score of less than 2.5 implies that respondents are occasionally in need of such information.

The table shows that the major information need of respondents is *Information on new products, latest/current designs and procedure for production* with a mean score of 3.00 which was followed by *Information on financial matters such as how to obtain loan, cooperative societies and government assistance to artisans* with a mean score of 2.97 and *Information on raw materials such as the cost, quality, location, source and dealers/seller* with a mean score of 2.70. Meanwhile, the least important information need of the respondents is Information on global and international issues with a mean score of 1.14 which implies that respondents disagree with the information need.

Table 5 shows the mean scores of information seeking behaviours of the respondents. The table shows that information which were seen often by female artisan in Ilorin metropolis was "I ask the executives and other members of my association for the information I need" with a mean score of 3.03. Meanwhile, except this information seeking behavior, all other identified information seeking behaviours have average scores less than 2.5. This implies that

respondents disagree with all the information seeking behaviour, which means that all the other information seeking behaviours occasional.

The table 6 reveals that the most often information source of the respondents is "Association of my occupation" with a mean score of 2.95. The second most often information source of the respondents is "Watching television" with a mean score of 2.51 and "Listening to Radio" with a mean score of 2.14. The least information source of the respondents is "I send somebody to search and get the information" with a mean score of 1.05, Watching posters with a mean score of 1.08 and "The internet and Cyber cafes" with a mean score of 1.11.

Table 7 depicts the barriers encountered in accessing information by female Artisans in Ilorin Metropolis. It was revealed that over 50% of the respondents agree that lack of awareness, high level of illiteracy among artisans, lack of information and communication technology

Table 1: Age of the Respondents

Age of the respondent	Frequency	Percent
50 years and above	7	3.8
41 - 50 years	17	9.2
31 - 40 years	36	19.5
20 - 30 years	95	51.4
Below 20 years	30	16.2
Total	185	100

Field survey (2018)

Table 2: Marital Status of the Respondent

Options	Frequency	Percent
Widow	20	10.8
Divorce	10	5.4
Single	55	29.7
Married	100	54.1
Total	**185**	**100**

Field survey (2018)

Table 3: Educational Qualification of the Respondents

Educational qualification of the respondent	Frequency	Percentage %
HND/BSc	20	10.8
ND/NCE	105	56.8
SSCE/WAEC/NECO/NABTEB	40	21.6
Primary School Certificate	20	10.8
Total	**185**	**100**

Field survey (2018)

language barrier, unreliability of the available information, lack of skill in information search, and unwillingness of colleagues to share accurate information are the challenges face by Female Artisans in accessing information.

The mean score for table 7 shows that "Lack of information and communication technology infrastructure" has the highest mean score (3.05), hence it is the major barrier faced in accessing information. The second major barrier is "Lack of awareness" with a mean score of 3.00 and "high level of illiteracy" with a mean score of 2.81. None of the barrier has low extent or no extent as all the mean scores are greater than 2. This implies that all the identified barriers are truly barriers in accessing information.

DISCUSSION OF FINDINGS

Based on the data analyzed, the findings are discussed below as guided by the research questions:

The findings revealed that female artisans in Ilorin metropolis need various information which include raw materials such as cost, quality, location and dealers; information on financial matters such how to obtain loan, cooperative societies and government assistance to artisans; information on new products and latest designs; and information on personal hygiene, food and nutrition, housekeeping and family planning. Meanwhile, the female artisans occasionally need information on education such as goo schools, how to apply for admission and cost of education; political issues,

Table 4. Information Needs of Female Artisans in Ilorin Metropolis

Information Needs	VO	O/A	O	N	Mean Score	Rank
Information on raw materials such as the cost, quality, location, source and dealers/seller.	35 18.9%	80 43.2%	49 26.5%	21 11.4%	2.70	3
Information on financial matters such as how to obtain loan, cooperative societies and government assistance to artisans.	60 32.4%	70 37.8%	40 21.6%	15 8.1%	2.95	2
Information on new products, latest/current designs and procedure for production.	60 32.4%	70 37.8%	40 21.6%	15 8.1%	3.00	1
Information on education such as good schools, how to apply for admission and cost of education.	20 10.8%	50 27%	80 43.2%	35 18.9%	2.30	5
Information on health such as personal hygiene, food and nutrition, housekeeping, child care and family planning.	10 5.4%	90 48.6%	50 27%	35 18.9%	2.41	4
Information on political issues, government policies, laws and human rights.	-	10 5.4%	100 54.1%	75 40.5%	1.65	7
Information on sports, entertainment and social events as well as ceremonies/occasions.	-	-	30 16.2%	155 83.8%	1.16	9
Information on global and international issues.	-	-	25 13.5%	160 86.5%	1.14	10
Information on enterprise creation	20 10.8%	50 27%	80 43.2%	35 18.9%	1.59	8
Information on how to acquire further skills	-	80 43.2%	75 40.5%	30 16.2%	2.27	6

Field survey (2018)
Key: **VO = Very Often, O/A = Often/Always, O = Occasionally, N = Never**

Table 5: Information Seeking Behaviour of Female Artisans in Ilorin Metropolis

Information Seeking Behaviour	V	O/A	O	N	Mean Score	Rank
I ask the executives and other members of my association for the information I need	55 29.7%	80 43.2%	50 27%	-	3.03	1
I visit libraries, information centres and internet centres/cyber cafes for it.	-	-	30 16.2%	155 83.8%	1.16	4

I listen to radio and watch television in order to get the information.	-	100 54.1%	55 29.7%	30 16.2%	2.38	2
I go to local government, the palace or ask NGOs for the information.	-	-	30 16.2%	155 83.8%	1.16	4
I ask my friends and relatives for information	-	30 16.2%	80 43.2%	75 40.5%	1.76	3
I visit churches or mosques and ask for the information	-	-	5 2.7%	180 97.3%	1.03	6
I go to newspaper and magazines vendors to read so as to get the information I need.	-	-	20 10.8%	165 89.2%	1.11	5

Field survey (2018)
Key: VO = Very Often, O/A = Often/Always, O = Occasionally, N = Never

Table 6. Sources of Obtaining Information by female Artisans in Ilorin Metropolis

Information Sources	VO	O/A	O	N	Mean Score	Rank
I send somebody to search and get the information	-	-	30 (16.2%)	155 (83.8%)	1.05	12
Libraries and information centres	10 5.4%	50 27%	80 43.2%	45 24.3%	1.16	9
Listening to Radio	50 27%	90 48.6%	30 16.2%	15 8.1%	2.14	3
Association of my occupation	-	-	5 2.7%	180 97.3%	2.95	1
Churches and Mosques	-	30 16.2%	100 54.1%	55 29.7%	1.03	12
Friends, relatives and associates	-	-	45 24.3%	140 75.7%	1.86	4
Newspapaer and Magazine	-	-	35 18.9%	150 81.1%	1.24	7
Local government, palace and NGOs	-	-	20 10.8%	165 89.2%	1.19	8
The internet and Cyber cafes	60 32.4%	80 43.2%	20 10.8%	25 13.5%	1.11	10
Watching television	-	15 8.1%	20 10.8%	150 81.1%	2.51	2
Searching through seminar/conference papers	-	-	15 8.1%	170 91.9%	1.27	6
Browsing the internet	-	-	30 (16.2%)	155 (83.8%)	1.38	5
Watching posters	10 5.4%	50 27%	80 43.2%	45 24.3%	1.08	11

Field survey 2018
Key: VO = Very Often, O/A = Often/Always, O = Occasionally, N = Never

Table 7. Barriers encountered in accessing Information by Female Artisan in Ilorin Metropolis

Barriers faced in accessing information	HE	ME	LE	NE	Mean Score	Rank
Lack of awareness	55 29.7%)	75 40.5%	55 29.7%	-	3.00	2
High Level of illiteracy	30 16.2%	100 54.1%	45 24.3%	10 5.4%	2.81	3
Lack of information and communication technology infrastructure	5 2.7%	60 32.4%	80 43.2%	40 21.6%	3.05	1
Language barrier	10 5.4%	110 59.5%	50 27%	15 8.1%	2.62	4
Unreliability of the available information	30 16.2%	100 54.1%	45 24.3%	10 5.4%	2.62	4
Lack of skill in information search	50 27%	110 59.5%	10 5.4%	15 8.1%	2.41	6
Unwillingness of colleague to share accurate information	60 32.4%	100 54.1%	15 8.1%	10 5.4%	3.00	2

Field survey (2018)

Key: NE = No Extent, LE = Low Extent, ME = Moderate Extent, HE = High Extent

government policies, laws and human rights; enterprise creation. Equally, information on political issues, government policies, laws and human rights; information on sports, entertainment and social events do not concern the female artisans in Metropolis. The result was in line with the findings of Yusuf (2012) who stated that some of the information needs of female artisans include cost of raw materials, quality, source of dealers, information on how to obtain loan from cooperatives and government are the major needs of artisans. Also, in agreement with the report of Aina (2004) that artisans need information that will improve their productivity and attract more customers to enhance their survival.

From the analysis, it was observed that the information seeking behaviour of female artisans are by asking the executives and members of their association, listening to radio and watching television. The female artisans do no visit the library for any information which may be as a result of their various level of education. Also, most of the female artisans never seek information from the library as a result of lack of awareness from the library. The result was in agreement with the report of Issa (n.d) when he identified radio as the most dominant source of information used by artisans in rural areas. Also, Aina (2004) reported that artisans do not make use of the library as source of information but instead listen to radio and other informal sources because of their accessibility.

The implication of the analysis is that female artisans in Ilorin metropolis do not visit library and information centres which are due to lack of awareness programme of the library. Meanwhile, the library is regarded as the authentic place to obtain up-to-date information. Equally, they do not obtain information from friends, relatives and associates – this is because they can give information based on their discretion and what they want such individual to hear and know. Also, most of the female artisans do not watching television, which is because they sped most of the day at their shops and for those that have television in their shops were affected by epileptic power supply to charge their electronic gadgets including hand phones. Due to their low education background, most of the female artisans do not use internet and cyber cafes to obtain information and never attend seminar and workshops where new developments in different occupations were mostly discussed.

The two major means of obtaining information by female artisans in Ilorin metropolis were through their various associations and listening to radio. The association is regarded as the most reliable source because any information gathered from the association cut across all artisans. The result was in agreement with the report of Issa (n.d) when he identified radio as the most dominant source of information used by artisans in rural areas. Also, Aina (2004) reported that artisans do not make use of the library as source of information but instead listen to radio and other informal sources because of their accessibility.

The implication of this is that female artisans were faced with numerous challenges which debar them from accessing needed information. Some of the barriers include: lack of awareness, high level of illiteracy, language barrier, lack of skill in information searching and unwillingness of colleague to share accurate information. The findings was in line with that of Patrick and Ferdinand (2016) who supported the claim that the challenges faced by artisans in seeking information

results from their low level of literacy, and language barriers. Also, Kolawole and Igwe (2012) opined that language, illiteracy, geographical distance, lack of infrastructure and ignorance as the challenges faced by artisans in their search for information.

CONCLUSION

Based on the findings of the study, it could be concluded female artisans in Ilorin metropolis comprises of various groups which need information to go about their daily activities, information on customers need, how to obtain loan and how to improve their earnings but they were faced with the skills to accurately search for the information needed. Also, the information where they are available is hidden by the so called colleagues. The only source of obtaining information is through the association they belong. Information is vital in every aspect of human endeavor, as such it should be accorded utmost important.

RECOMMENDATIONS

From the findings of the study and the conclusion reached, the following recommendations are proposed.

1. Government should enact policies that will be artisans friendly. These policies should assist them in their quest to obtain needed information which will enable them to meet their ends means.
2. Government should establish information agencies that will strategically look into the various information needs of female artisans and how these information could be met.
3. Public libraries should provide and launch awareness programmes to artisans on the need to use the library. This will allow them to have a wide range of textbook and other information materials at their disposal which will subsequently allow them to have access to information.
4. Adult education programmes should be organized for female artisans. This will increase the number of literate among the artisans and it will further improve their information search skill.
5. Also, when information is being disseminated to artisans, their language should be taking into consideration. This will enable them to have better understanding of what is being passed to them.
6. The government should establish an information centre, where female artisans can obtain authentic and accurate information as regard their various occupations. This will enable them to be aware of any government policies and assistance being rendered to them.

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Adoption of UNESCO Digital Preservation Guidelines for Measuring Preservation Policies of Digital Materials in University Libraries in South East, Nigeria

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This study investigated the Adoption of UNESCO Digital Preservation Guidelines for measuring Preservation Policies of Digital Materials in University Libraries in South East, Nigeria. The study adopted a survey research method. The population was made up of 160 librarians in university libraries in South East, Nigeria. The instrument used for data collection was the questionnaire adapted from the UNESCO Digital Preservation Guidelines. Data were analysed, and simple percentages were used to answer the research questions and chi-square was used to test the hypotheses. The study revealed that 83.2% of the librarians in the university libraries in South-East, Nigeria agreed that they do not have preservation Policies yet for their digital materials based on the UNESCO Digital Preservation Guidelines. Based on the UNESCO Digital Preservation Guidelines, the existing preservation policies do not differ significantly based on the university ownership. The study recommends strongly that university librarians in South- East Nigeria should adopt the UNESCO Digital Preservation Guidelines as their working guide in preserving the digital materials in their libraries.

Keywords: Digital Materials, Digital Preservation, Policies, UNESCO guidelines, Nigeria

INTRODUCTION

Library is a storehouse of knowledge. It is a collection of books and non – book materials organized and housed in a place for use, with one or more persons trained to assist in the use of the collection (Nwaigwe & Onwuama, 2007). The holdings of libraries are the priceless heritage of mankind as they preserve facts, ideas, thoughts, accomplishments and evidences of human development in multifarious areas, ages and directions. The past records constitute a natural resource and are indispensable to the present and future generations; therefore, any loss to such materials is simply irreplaceable.

Library has continued to evolve over the years from the traditional closed access to the automated, electronic and digital open access libraries. Previously, library used to house mainly printed materials, but, in this era of ever evolving Information and Communication Technologies (ICTs), electronic and digital resources have become the

central concern of librarians who want to adequately satisfy the library users. Libraries are migrating from the traditional setting to digital libraries.

Currently, most libraries are made up of both print and digital collections, services and infrastructure to support lifelong learning, research, scholarly communication as well as preservation and conservation of the recorded knowledge. The digital materials make up the digital libraries.

The United Nations Educational, Scientific and Cultural Organisation (UNESCO) (2003), defined digital materials as resources of human knowledge or expression, whether cultural, educational, scientific and administrative or embracing technical, legal, medical and other kinds of information that are increasingly created digitally, or converted into digital form from existing analogue resources. These digital materials include texts, databases, still and moving images, audio, graphics, software and web pages among a wide and growing range of formats. In agreement with the UNESCO (2003), Iman, Adeyoyin, Jegede, and Adesanya, (2008) defined digital materials as all information resources in machine readable format such as compact discs read only memories (CD-ROMs), diskettes, flash drives, films, microfiche and allied accessories such as computer software and hardware. Digital materials in libraries include websites and databases, chats, emails and correspondences that are generated digitally as well as analogue materials which are converted into digital formats through scanning. Digital materials are frequently ephemeral and require purposeful production, maintenance and management for retention. Moreso, one can say that digital library materials are information resources that exist in digital softwares and are carried by digital hardwares.

These digital materials are the bedrock upon which digital libraries thrive in the provision of information and recorded knowledge which management, lecturers and students of academic institutions need in running the affairs of the institutions. According to Aina (2004), the essence of library resources in the university is to ensure that the right user gets the right information materials at the right time, right format, right place and at the user's convenience. In higher education environment where researches and scholarship are paramount, the use of electronic resources is significant and the utilization of them is very much dependent on the users and purposes (Deng, 2009). Universities in Nigeria cannot thrive without information and libraries are to provide the right information in the right format to the right person that needs it and at the right time. Igboejesi (2003) opined that academic libraries are at the centre of tertiary education by supporting, enhancing and fostering learning as well as manpower development.

Michael (2006) posited that most of the digital library materials are not static due to constant change in digital and electronic technologies. Tried and tested products are soon replaced by smaller and faster media, sometimes with a life span of five years or less. Due to the sensitive nature of digital materials and the short time in which they are being replaced, reformatted and repackaged, they need to be properly taken care of, well managed and preserved. This is to ensure that the efforts and time used in acquiring, storing, processing, cataloguing, classifying and organizing them are not wasted.

For cultural institutions traditionally entrusted with collecting and preserving cultural heritage, the question has become extremely pressing as to which of these materials should be kept for future generations and how to go about selecting and preserving them. This enormous trove of digital information produced today in practically all areas of human activity and designed to be accessed on computers may well be lost unless specific techniques and policies are developed to preserve it. With the digital preservation policies, goals to be achieved will be set out as well as guidelines for implementing them. With digital preservation policies, librarians would be able to determine which materials need short, medium or long term preservation, creative allocation of funds and staff, strategies for preserving digital materials and agreement and advocacy rights issues would be catered for properly.

According to the UNESCO (2003) digital preservation guidelines, "Specific techniques and preservation policies should be developed to preserve digital materials involving producers of digital information (including software) to include conservation as they design their products. There should be proper guideline policy on collection management (what to select, acquire and store); guideline policy on security of digital materials (backups, use of antivirus); guideline on handling and usage of digital library materials, encapsulation, metadata".

Today in Nigeria, digital and electronic libraries are being set up in various university libraries and co-exist with traditional libraries to provide information services side by side. According to Chukwuma (2004) and Alegbeleye (2008), librarians are managers of libraries and are expected to take proper care of the resources in the libraries including the digital materials under good condition by formulating right preservation policies. Most libraries in Nigeria may run the risk of loosing their digital material contents if proper preservation steps are not taken which hinges on right preservation policies. The UNESCO Charter (2003) on the preservation of digital materials is a proper guideline for sound preservation of digital materials in the library. It is based on this backdrop that this study on the adoption of UNESCO digital preservation guidelines for measuring preservation policies of digital materials in university libraries in South-East, Nigeria was conceived.

PROBLEM STATEMENT

Digital materials, unlike the texts of print media, are subject to inadvertent destruction of the physical medium on which they exist and the information that are contained in them. Electronic texts are so easy to edit, manipulate, revise and improve and can loose their assurance of permanence especially if they are not properly locked or cared for. Alegbeleye (2008) called this fragility of the media. Many types of accidental changes may occur. A document may be damaged accidentally or as a result of the nature of the electronic resource.

Moreso, the problem of technological obsolescence is inevitable. Digital media have continued to evolve over the years. The equipment to use them change from time to time thereby creating problems in retrieving the information content. For example, there have been transitions of digital storage devices from 8-inch floppy disks to 5.25-inch floppies, to 3-inch diskettes, to flash drives, CDs, CD-ROMs, VCDs, DVDs, external hard disks among others. These storage devices become obsolete very quickly and today it is very difficult to find one drive for all storage devices. Additionally, there is the problem of inconsistency in the existing preservation policy of many institutions and some university libraries do not have any plan or policies at all. A study by Akande (2010), revealed that many federal university libraries in Nigeria have no preservation policy; and there can be no serious commitment to preservation programme without a policy. Moreso, Atanda (2017) discovered that libraries in Nigeria are faced with the major challenge of lack of policy in the preservation of their digital materials.

Digital libraries are being set up in university libraries in Nigeria today and most of them hoist their information in various websites, servers, hard disks and other storage media. If proper preservation guidance and care are not taken, any disaster can wipe out the entire works and the library will be left with little or nothing. The problem of this study therefore is that university libraries in this digital era may not be able to meet their primary objective of providing the information needs of their users in digital formats if digital preservation policy is not taken seriously. In order to keep digital materials in the library accessible and usable, there is need for university librarians to apply the preservation guidelines as stated by UNESCO (2003).

OBJECTIVES OF THE STUDY

Specifically, the study assessed:

1.   theuniversity libraries in South East, Nigeria that have Preservation Policies.
2.   the existing preservation policies for digital materials in university libraries in South-East, Nigeria based on UNESCO (2003) Digital Preservation guidelines.

RESEARCH QUESTIONS

1.   What is the percentage of university libraries in South East, Nigeria that have preservation policies?
2.   What are the existing preservation policies for digital materials in the university libraries in South-East, Nigeria based on UNESCO (2003) Digital Preservation Guidelines?

NULL HYPOTHESIS

The preservation policies existing for digital materials in the university libraries in South-East, Nigeria based on UNESCO Digital Preservation Guidelines do not differ significantly based on the University ownership.

REVIEW OF RELATED LITERATURE

Digital materials in the library are collected, managed and disseminated for scholarship so as to assist and provide useful information for the communities or institutions that established it. Collecting the digital materials is the first step in building a digital library, and this can be done in different ways. How digital materials are collected may affect the quality as well as the ability to preserve them. It is important to know how digital materials in the library are collected, and how quality is ensured; this is imperative because different levels of preservation efforts will be dependent on both the initial quality of the content and its format.

Developing preservation policies in the library ought to be the first step toward guaranteeing preservation actions. UNESCO (2003), buttressed that policies should be formed on what should be preserved in the library. There are so many digital materials being generated daily. It is expected of the library to adopt certain policies that will guide the standard for procurement, organization and preservation of their digital contents. Though the selection principle may vary between countries and different libraries, but the main criteria for deciding what digital materials to keep would be their significance and lasting cultural, scientific, evidential or other value. Meanwhile, the UNESCO (2003) Digital Preservation Guidelines has this to say concerning formulation of preservation policies:

"A large part of the vast amounts of information produced in the world is born digital, and comes in a wide variety of formats: text, database, audio, film, image. For cultural institutions traditionally entrusted with collecting and preserving cultural heritage, the question has become extremely pressing as to which of these materials should be kept for future generations, and how to go about selecting and preserving them. This enormous trove of digital information produced today in practically all areas of human activity and designed to be accessed on computers may well be lost unless specific techniques and policies are developed to conserve it. Preserving valuable scientific information, research data, media output, digital art, to name but a few areas, poses new problems. If such material is to be accessed in its original form, technical equipment – original or compatible hardware and software - must be maintained alongside the digital files that make up the data concerned. In many cases, the multimedia components of websites, including Internet links, represents additional difficulty in terms of copyright and geography, sometimes making it difficult to determine which country a website belongs to. UNESCO has been examining these issues with a view to defining a standard to guide governments' preservation endeavours in the digital age. The General Conference adopted Resolution 34 at its 31st session, drawing attention to the ever growing digital heritage in the world and the need for an international campaign to safeguard endangered digital memory. The General Conference also invited the Director-General to prepare a discussion paper for the 2001 Spring session of the Executive Board containing elements of a draft charter on the preservation of born-digital documents, as well as to encourage the governmental and nongovernmental organizations and international, national and private institutions to ensure that preservation of the digital heritage be given high priority at the national policy level."

Imperatively, UNESCO outlined that Preservation policies in the library should be able to cover the following: (1) guidelines on collection Management (selection of content during the acquisition of digital materials, what to store etc), (2) guidelines on security of digital materials such as disaster preparedness, back ups, use of anti virus, (3) guidelines on handling and usage and, (4) guidelines on the use of metadata and long term preservation techniques.

Effective preservation begins with libraries having well stated collection policy. According to Yuani Li and Meghan (2011), no matter how digital materials are deposited in the library, the quality of the deposited content should be examined before digital preservation actions are considered. The quality of the deposited content can directly affect the success of digital preservation efforts. If the quality of the content cannot be assured, then, significant problems may arise. These problems may include format obsolescence, poor quality or unreadable imagines or scans, insufficient metadata to manage and preserve the materials etc. for this reason, it is so important to have mechanisms in place to ensure the quality of digital materials submitted.

According to Ngulube (2005), preservation policies for information resources are indispensable tools for organizations that are committed to facilitating the survival of information materials in their custody. Policies are very important to facilitate the survival of digital materials in university libraries. Policies help to set out goals to be achieved as well as guidelines for implementing them. Policies also facilitate creative allocation of funds and staff, strategies for preserving digital materials and decisions about what digital materials required short, medium, or long term preservation, and what digital material to select, agreement and advocacy rights issues are all taken care of in the policy guidelines. It is in line with this statement of policy formulation that Tiwari (2008) cautioned, that the rapid growth of digital materials should challenge the library in what it tries to collect, how it carries out its collecting role, and when and how it permits users to access its collections. Akande (2010), further asserts that there can be no serious commitment to preservation programme without a policy which will guide effort at solving identified preservation problems.

Similarly, Gbaje and Mohammed (2013) carried out a study titled "*Digital Preservation Policy in National Information Centres in Nigeria",* the aim of the study was to examine availability, coverage of digital preservation policy and the structure put in place by the national information centres in Nigeria to preserve digital information. Three research questions guided the study. Qualitative method of case study approach was adopted using semi structured questionnaire and interview. Data were obtained from Eighteen (18) staff, five staff each in the three selected national information centres who were involved in digitization/digital preservation units and one top management staff member from the rank of assistant director of each of the selected three national information centres. From the findings of the study, it was discovered that national bureau and national library of Nigeria have digital preservation policies. The study showed that the area of coverage of the available policies is not adequate enough to ensure the long term preservation of digital information. Regrettably, lack of institutional support from the national information centre was one of the

challenges in the implementation of the digital preservation policy. From the study, it could be concluded that though majority of the national information centres in Nigeria have digital preservation policy, they are yet to implement it because of lack of institutional support from the government authorities. The study therefore recommended that National digital preservation policy that will chart a road map for effective digital preservation activities be approved and implemented by the national information centre.

METHODOLOGY

The design adopted for this study was descriptive survey design. According to Akuezuilo and Agu (2007), descriptive survey describes and interprets what is; it seeks to find out the conditions or relationships that exists, opinions that are held, processes that are going on, effects that are evident, or trends that are developing. According to Gall, Gall and Borg (2007), a survey is a method of data collection using questionnaire or interviews to collect data from a sample that has been selected to represent a population to which the findings of the data analysis can be generalized. The survey design enables the researcher to explore the current status of a phenomenon and does not involve manipulation of variables. It was suitable for this study because it involved the use of questionnaire to collect data from a well defined population on existing practices.

The population of the study was made up of 160 librarians in the 10 university libraries in South East, Nigeria. The 10 university libraries in the zone are University of Nigeria Nsukka (UNN) Library, NnamdiAzikiwe University Awka (NAU) Library, Federal University of Technology Owerri (FUTO) Library, Michael Okpara University of Agriculture Umudike (MOUAU) Library, Federal University Ndufu - Alike (FUNAI) Library, Enugu State University of Science and Technology (ESUST) Library, Anambra State University Uli (ANSU) Library, Imo State University Owerri (IMSU) Library, Abia State University Uturu (ABSU) Library, and Ebonyi State University Abakiliki (EBSU) Library. All the population of the study was used and for this, no sample was drawn for the study. Data were collected through a structured questionnaire.The questionnaire was adapted from the UNESCO (2003) Guidelines for Digital Preservation in line with the objectives of the study. In order to determine the reliability of the instrument for data collection, a pre-test was conducted using Kuder-Richardson formula 20. The reliability coefficient of .91 was obtained, which was of high reliability. Data collected were analyzed using the descriptive and inferential statistics. Specifically, the research questions were presented in tables and answered with the use of percentages, while chi-square was used to test the hypotheses at 0.05 level of significance.

DATA ANALYSIS AND INTERPRETATION OF RESULTS

Research Question 1: What is the percentage of university libraries in South East, Nigeria that have preservation policies?

Data needed to provide answer to this research question were collected and presented in Table 1

The result in Table 1 reveals that 83.2 percent of the university librarians in South East Nigeria agreed that they do not have preservation policies for their digital materials. The university libraries that have preservation policies as indicated by the respondents are very few (16.8%). This shows that the greater percentage of the university librarians in South East Nigeria agreed that they do not have preservation policies yet for the digital materials in their libraries.

Research Question 2: What are the existing preservation policies for digital materials in the university libraries in South-East, Nigeria based on UNESCO (2003) Digital Preservation Guidelines?

The result in Table 2 reveals the percentages of various preservation policies of digital materials being practiced in the university libraries in South East, Nigeria. The data show that the range of 85 to 92 percent of the university librarians in South-East, Nigeria attested that preservation policies of digital materials based on the UNESCO Digital Preservation Guidelines do not exist in their libraries.

Null Hypothesis 1

The preservation policies existing for digital materials in the university libraries in South-East, Nigeria based on UNESCO Digital Preservation Guidelines do not differ significantly based on the University ownership.

In Table 3, it can be observed that at 0.05 significant level and 4df, the calculated χ^2 7.42 is less than the critical χ^2 14.86. Therefore, the first null hypothesis is accepted. Then the preservation policies existing for digital materials in the university libraries in South-East Nigeria based on UNESCO Digital Preservation Guidelines do not differ significantly based on the University ownership.

DISCUSSION OF FINDINGS

Preservation of digital materials is guided by policy framework. Fortunately, there is in place the UNESCO digital preservation guideline that stipulates how digital materials should be preserved. It is the policy that states what the preservation programme is to do and how it will achieve it especially in this world of complexities and information explosion.

This study revealed that 16.8% of the librarians indicated that they have preservation policies of digital materials in their libraries. These preservation policies cover guidelines on security of library materials like use of antiviruses and backups etc (15.0%), guidelines on collection management (11.5%), handling and usage

Table 1.*Responses on University Libraries in South East Nigeria that have Preservation Policies*

S/N	Preservation Policies	Yes (Percentage/%)	No (Percentage/%)	Total (Percentage/%)
1	Percentage of University Libraries in SE Nigeria that have Preservation policies	19 (16.8)	94 (83.2)	113 (100)

Table 2:*Responses on Existing Preservation Policies in University Libraries in South East Nigeria based on UNESCO (2003) Digital Preservation Guidelines.*

S/N	Preservation Policies	Yes (Percentage/%)	No (Percentage/%)	Total (Percentage/%)
2	Guidelines on Collection management (selection, acquisition & storage)	13 (11.5)	100 (88.5)	113 (100)
3	Guidelines on the security of digital library materials (backups, use of anti virusesetc)	17 (15.0)	96 (85.0)	113 (100)
4	Guidelines on handling and usage of digital library materials	12 (10.6)	101 (89.4)	113 (100)
5	Encapsulation and/ metadata	9 (8.0)	104 (92.0)	113 (100)

Table 3: Chi Square on preservation policies existing for Digital Materials in the university libraries based on UNESCO Digital Preservation Guidelines based on the University ownership

S/N	Federal	State	Total	Cal.χ^2	df	Crit.χ^2	Remark
6	3	10	13	0.023			
7	5	12	17	0.23			
8	4	8	12	0.527			
9	3	6	9	0.384			
10	9	10	19	6.253			
Total	24	46	70	7.42	4	14.86	NS

(10.6%) and encapsulation/Metadata (8.0%). From the findings therefore, it could still be noted that the preservation policy guidelines present at the university libraries in South East Nigeria are still at the elementary stage. Moreso, 83.2% of the university librarians in the South East Nigeria confirmed that they do not have digital preservation policies. This shows that librarians in the state and federal university libraries in South East, Nigeria do not have action plan on preservation of their digital materials. There is no policy document to provide clear, long term direction as well as regularly reviewed guidance.

   Nevertheless, the finding from this study showed that preservation policies of digital materials in university libraries in South-East, Nigeria based on the UNESCO Digital Preservation Guidelines is ineffectual; this is in consonance with Sambo, Omeluzor and Usman (2014), who found out that digital preservation in Nigeria among other challenges lack standard and policy. Gbaje (2013) also discovered that lack of institutional support from the national information centre is a major challenge in the implementation of digital preservation policy in Nigeria. Furthermore, Atanda (2017) discovered that lack of strategy/policy is one of the major challenges of digital preservation in Nigerian universities. Meanwhile, Yuan Li and Meghan (2011) discovered that, in academic libraries in the United States of America, 51.5% of the respondents indicated that their Institutional Repositories which is an aspect of digital libraries have preservation policies.

   Another finding from this study showed that there was no significant difference in the preservation policies of digital materials adopted by librarians in the state and federal university libraries in South East Nigeria and the UNESCO digital preservation guidelines.

SUMMARY OF MAJOR FINDINGS

From the results of the analysis, the following findings were made:

1.   Greater percentage (83.2%) of the university libraries in South East, Nigeria do not have preservation policies for the digital materials in their libraries.
2.   There were no preservation policy guidelines yet existing for the preservation of digital materials in university libraries in South-East, Nigeria based on the UNESCO Digital Preservation Guidelines.
3.   There was no significant difference in the preservation policies of digital materials adopted by librarians in the state and federal university libraries in South-East, Nigeria and the UNESCO Digital Preservation Guidelines

CONCLUSIONS

Based on the findings of this study, the following conclusion is drawn:

   That based on the UNESCO (2003) Digital Preservation Guidelines, librarians in university libraries in South-East, Nigeria do not yet have preservation policy guidelines for their digital materials. The standard preservation policies of digital materials in the university libraries are indispensable tools for the survival of digital materials in the library, thus the provision of UNESCO Digital Preservation Guideline. Policies help to set out goals to be achieved as well as guidelines for implementing them. Policies also facilitate creative allocation of funds and staff, strategies for preserving digital materials, what digital materials require short, medium or long term preservation and decisions on what to select, agreements and advocacy rights.

   From the findings, it has been established that 83.2 percent of the librarians in university libraries in South-East, Nigeria confirmed that they do not have existing preservation policies for their digital materials.

RECOMMENDATION

Based on the findings of this study, the following recommendations are made:

Librarians in university libraries in South-East, Nigeria should formulate preservation policy guidelines for their digital materials based on the UNESCO (2003) Digital Preservation Guidelines, to enable them have a proper road map on what to preserve, and how to preserve them. What issues, actions and materials that should be given priority for attention etc should be decided and stipulated in the policy plans.

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Full Length Research

The Role of Libraries in enhancing intellectual freedom in Nigeria

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This study examined the Role of Libraries in enhancing intellectual freedom in Nigeria. Four specific objectives were set and four research questions answered. The study employed a descriptive survey design, population for the study was 106 subjects drawn from University of Agriculture Makurdi library staff and Benue State University Makurdi staff and was used for the study as sample size. Data was collection using a researcher's structured questionnaire. The data collected was analysed using mean, standard deviation and t-test statistics. Findings from the study revealed that no significant difference between mean ratings of the responses of FUAM library staff and BSU library staff on the impact of intellectual freedom to individuals, role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individuals, challenges militating against provision of public information by libraries in and strategies for enhancing provision of public information by libraries in Nigeria. The study concluded that intellectual freedom values in all aspects of life. It was recommended that libraries should employment of qualified hands into administration. Nigerian institutions should be encouraged to develop a strong reading culture by organizing prize competition and Government should set up policies that ensure regular allocation of funds to libraries.

Keywords: Role, Libraries, Enhancement and intellectual freedom

INTRODUCTION

Some scholars regard intellectual freedom (freedom of opinion, free expression and access to information) as a kind of luxury that is only relevant in comfortable, established economies. The role of intellectual freedom is much more important in the functioning of the individual and society than you can see if you only concentrate on the more obviously basic rights. Many cultures and countries believe that the freedom of information and an individual's right to privacy are key components of personal growth, cultural understanding, and a peaceful world. People who explore the world widely and question norms have the ability to explore and question commonly accepted beliefs, find new answers to challenges, and invent methods for improving life on earth. An educated free-thinking society can develop new scientific understandings, create innovative technologies, and advance new ideas that move the world's communities forward. This belief in the importance of intellectual freedom was strongly agreed to by many countries after World War II (Webster, 2003).

Following that war there was a powerful recognition that governments, through acts of war, had destroyed societies and decimated cultures. World leaders worked together to attempt to secure world-wide lasting peace by forming the United Nations and creating guiding documents.

In 1999, Barbara M. Jones observed that "all the major intellectual freedom issues of the past decade are arguably more applicable to academic libraries than to any other type of library." Nearly twenty years later this observation is still largely valid. As the "nerve centre of the intellectual potential of the university," (Nye & Barco, 2017 and Kuhl, 2000), the academic library represents a critical, if not thecritical, point of intersection between two distinct but related freedoms namely, intellectual freedom and academic freedom. This essay will explore this intersection and thereby consider how issues of intellectual freedom affect the academic librarian. I will suggest that a basic understanding of the similarities and differences between intellectual freedom is important for academic librarians as they strive to uphold the mission of the library and the mission of the academy (Alfino& Koltutsky,2017 and Tylor, 2005).

In December 1948, the General Assembly of the United Nations (UN) recognized the importance of intellectual freedom when it adopted the Universal Declaration of Human Rights. The formation of the United Nations and the creation of this document mark an important moment in world history when diverse war-torn countries were committed to finding a common good in order to maintain world-wide peace (United Nations, n.d. a). The countries that worked to form the UN reached consensus believing the best way to maintain peace was to allow people to live freely, without oppression. One of the important aspects of living a free life without oppression is intellectual freedom. Article 19 of the UN's Universal Declaration of Human Rights outlines the intellectual freedoms inherent to all humans. These rights include: "the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers" (United Nations, 2018). Intellectual freedom is also acquired from library.

Library is the collection of written knowledge in some sort of repository is a practice as old as civilization itself. Library derived from the word "liber" meaning book can be defined as organized collection of published and unpublished books and audiovisual materials with the aid of services of staff that are able to provide and interpret such materials as required, to meet the informative research, educational and recreational needs of its users. Libraries are regarded as agencies through which sources of information of accumulated knowledge and experiences are selected, acquired, organized, preserved and disseminated to those who need them. In line with this, Onwubiko and Uzoigwe (2004) (Barbara, 2015) defined library as an information center located in an organization, institute, agency, industry, government agencies etc to satisfy the information needs of the individual client and the realization of the broad goals and objectives of the parent organization. This can be achieved through the acquisition and dissemination of information to specific kinds of users. Libraries are established for the systematic collection, organization, preservation and dissemination of knowledge and information. (American Library Association (ALA), 2016) and (Rajkoomar, 2012) affirmed this by stating that library is a treasure-house of knowledge. It is very important for man to preserve and maintain the valuable knowledge and information contained in the books and documents because we want to preserve our knowledge and wisdom for the coming generations. By preserving the documents in a library this knowledge can be made available to others so that they can benefit from it.

The central mission of a library is to collect, organize, preserve, and provide access to knowledge and information. In fulfilling this mission, libraries preserve a valuable record of culture that can be passed down to succeeding generations. Libraries are an essential link in this communication between the past, present, and future. Whether the cultural record is contained in books or in electronic formats, libraries ensure that the record is preserved and made available for later use. Libraries provide people with access to the information they need to work, play, learn, and govern. The purposes of libraries have been changing over times becoming more faceted and multifarious. This modern concept of the library makes it defy the definition given to it in the earlier times. Libraries are not institutions/building/warehouses/stores etc. of materials, but are agents of educational, social, economic and political changes or revolutions in the community and their doors are now open to all who need them. Leheman (2011) (American Library Association (ALA), 2017) was of the opinion that the future of library will be as a knowledge centre that is dynamic, where not only the librarian, the "books" (whether real or virtual), and the users engage in an interchange of ideas but the library architecture acts as not only a surrounding framework, but also as a healthy "space" where ideas can flourish, live, grow and even be protected. Hence, the library has become a place entrusted with the acquisition, organization, preservation, storage, retrieval and dissemination of information in whatever format it might appear. In addition to providing materials, libraries also provide the services of librarians who are experts at finding and organizing information and at interpreting information needs. The excellence of the library, it should be remembered, is dependent on the quality of its personnel and their zeal (Norwegian ministry of Justices and policy, 2005) and (Winston, 2003).

OBJECTIVE OF THE STUDY

The main purpose of this study is to examine the role of libraries in enhancing intellectual freedom in Nigeria. Specific objectives are to:

1. Determine the impact of intellectual freedom to individuals in Nigeria
2. Examine the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual
3. Identify challenges militating against provision of public information by libraries in Nigeria
4. Identify strategies for enhancing provision of public information by libraries in Nigeria

RESEARCH QUESTIONS

1. What is the impact of intellectual freedom to individuals in Nigeria?
2. What is the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual?
3. What are the challenges militating against provision of public information by libraries in Nigeria?
4. What are the strategies for enhancing provision of public information by libraries in Nigeria?

HYPOTHESES

1. There is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the impact of intellectual freedom to individuals in Nigeria
2. There is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual
3. There is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the challenges militating against provision of public information by libraries in Nigeria
4. There is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the strategies for enhancing provision of public information by libraries in Nigeria

METHODOLOGY

The area of the study is Benue State. This study employed a survey research design. The population for this study was 106 subjects comprising 14 library staff from University of Agriculture Makurdi and 92 library staff from Benue State University Makurdi. There was no sampling for the study. The entire population was used for the study as sample because the population size could be handled effectively by the researcher.

The instrument for the study was a structured questionnaire titled "Role of Libraries in Enhancing Intellectual Freedom in Nigeria Questionnaire (RLEIFNQ). The instrument which was developed by the researcher was divided four sections based on the research objectives. The questionnaire had restricted response options of strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) with corresponding values of 4, 3, 2 and 1 respectively. The data for this study will be collected by the researcher and 3 research assistants.

Data collected was analysed using descriptive statistics. Mean was used to answer the research questions. The bench mark for this was 2.50. Inferential statistics (t-test) was used to test the hypotheses at 0.05 level of significance.

RESULTS AND DISCUSSION

Research Questions 1

What is the impact of intellectual freedom to individuals in Nigeria?

Data for answering research question 1 is presented in Table 1:

Result in Table 1 shows that 5 items had their sum mean values ranging from 2.92 to 3.28 while and were above the bench mark of 2.50. This shows that the respondents agreed that the 5 items are impact of intellectual freedom to individuals in Nigeria.

Research Questions 2

What is the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual?

Data for answering research question 2 is presented in Table 2:

Result in Table 2 shows that all the 5 items had their sum mean values ranging from 2.94 to 3.28 and were above the bench mark of 2.50. This shows that the respondents

Table 1: Mean of Respondents on the impact of intellectual freedom to individuals in Nigeria (N=106)

S/N	Item Statement	N_1	N_2	$\bar{x}_1$	$\bar{x}_2$	Xs	Remarks
1	Living curiously and coming up with new solutions to problems	92	13	3.23	3.15	3.19	Agree
2	Provides our world with innovation: new technology and cures to diseases	92	13	3.37	2.77	3.07	Agree
3	Supply information on new ways of providing food to starving communities	92	13	3.04	3.00	3.02	Agree
4	Intellectual freedom enriches culture	92	13	3.26	2.61	2.92	Agree
5	Provide the ideas and information, in a variety of formats, to allow people to inform them	92	13	3.47	3.08	3.28	Agree
	Grand Mean			**3.27**	**2.92**	**3.10**	

N_1 = number of FUAM library staff, N_2 = number of BSU library staff, $\bar{x}_1$ = mean of FUAM library staff, $\bar{x}_2$ = mean ofBSU library staff, $\bar{x}_s$ = sum mean
Source: Field survey, 2019

Table 2: Mean of Respondents on the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing (N=106)

S/N	Item Statement	N_1	N_2	$\bar{x}_1$	$\bar{x}_2$	Xs	Remarks
1	Libraries and librarians select information required for individual	92	13	3.23	3.15	3.19	Agree
2	Libraries and librarians produce information to all users	92	13	3.37	2.77	3.07	Agree
3	Provideaccess to information	92	13	3.47	3.08	3.28	Agree
4	Identify the relevant information needed by individuals	92	13	3.03	2.85	2.94	Agree
5	Retrieve and organize information to users	92	13	3.41	3.00	3.20	Agree
	Grand Mean			**3.27**	**2.97**	**3.14**	

N_1 = number of FUAM library staff, N_2 = number of BSU library staff, $\bar{x}_1$ = mean of FUAM library staff, $\bar{x}_2$ = mean ofBSU library staff , $\bar{x}_s$ = sum mean
Source: Field survey, 2019

agreed that the 5 items are the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual.

Research Questions 3

What are the challenges militating against provision of public information by libraries in Nigeria?
Data for answering research question 3 is presented in Table 3.

Result in Table 3 shows that 9 items had their sum mean value ranged from 2.59 to 3.23 and were above the bench mark of 2.50. This shows that the respondents agreed that the 9 items are challenges militating against provision of public information by libraries in Nigeria.

Research Questions 4

What are the strategies for enhancing provision of public information by libraries in Nigeria?
Data for answering research question 4is presented in Table 4.

Result in Table 4 shows that out of 7 items had sum mean values ranged from of 2.82 to 3.53 and were above the bench mark of 2.50. This shows that the respondents agreed that the 7 items are strategies for enhancing provision of public information by libraries in Nigeria.

Hypothesis 1

There is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the

Table 3: Mean of Respondents on the challenges militating against provision of public information by libraries in Nigeria (N=106)

S/N	Item Statement	N_1	N_2	$\bar{x}_1$	$\bar{x}_2$	Xs	Remarks
1	Poor library administration	92	13	2.80	3.00	2.90	Agree
2	Poor reading culture of Nigerians	92	13	2.67	2.76	2.72	Agree
3	Mismanagement of small budget	92	13	3.00	2.84	2.92	Agree
4	Irrelevant/outdated information	92	13	3.67	2.84	3.23	Agree
5	Lack of funds	92	13	2.97	2.85	2.91	Agree
6	Poor infrastructure	92	13	3.15	2.54	2.85	Agree
7	Inconsistent government policy	92	13	3.11	2.08	2.59	Agree
8	Monetized borrowing	92	13	3.49	1.84	2.67	Agree
9	Poor aesthetic that discomfort people	92	13	2.90	2.31	2.61	Agree
	Grand Mean			**3.08**	**2.56**	**2.82**	

N_1 = number of FUAM library staff, N_2 = number of BSU library staff, $\bar{x}_1$ = mean of FUAM library staff, $\bar{x}_2$ = mean ofBSU library staff , $\bar{x}_s$ = sum mean
Source: Field survey, 2019

Table 4: Mean of Respondents on the strategies for enhancing provision of public information by libraries in Nigeria (N=106)

S/N	Item Statement	N$_1$	N$_2$	$\bar{x}_1$	$\bar{x}_2$	Xs	Remarks
1	Employment of qualified hands into administration	92	13	3.19	2.87	3.03	Agree
2	Encourage reading culture among Nigerians by prize competition	92	13	3.49	3.92	3.70	Agree
3	Make library stand independently from the it collects funds from	92	13	3.12	2.69	2.90	Agree
4	Administrator reform and regular update	92	13	3.18	3.53	3.35	Agree
5	Government should set up policies that ensure regular allocation of funds to libraries	92	13	3.03	2.61	2.82	Agree
6	Provision of adequate infrastructures	92	13	3.14	2.92	3.03	Agree
7	Encourage the new government to follow up past government	92	13	3.14	3.92	3.53	Agree
	Grand Mean			**3.18**	**3.21**	**3.20**	

N$_1$ = number of FUAM library staff, N$_2$ = number of BSU library staff, $\bar{x}_1$ = mean of FUAM library staff, $\bar{x}_2$ = mean ofBSU library staff, $\bar{x}_s$ = sum mean
Source: Field survey, 2019

impact of intellectual freedom to individuals in Nigeria

Test of hypothesis 4 is presented in Table 5.

Data presented in Table 5 reveal that the t-calculated was 0.18 which was less than t-tabulated value of 1.66 at 0.05 level of significance with 104 degree of freedom. This result is not significant. Therefore, the null hypothesis which states that there is no significant difference between mean ratings of the responses of FUAM library staff and BSU library staff on the impact of intellectual freedom to individuals in Nigeria is not rejected. This implies that the two groups of respondents did not significantly differ in their responses on the impact of intellectual freedom to individuals in Nigeria.

Hypothesis 2

There is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual.

Table 5: t-test Result on the impact of intellectual freedom to individuals in Nigeria

Variable	N	Mean	Std. Dev	Df	Std. Error	t-cal	t-tab	Remarks
Ext. Agents	92	3.27	0.84					
				104	0.06	0.18	1.66	NS
Lecturers	13	2.92	0.19					
Total	**106**							

N=number of respondents and Df = degree of freedom, NS=not significant
Source: Field survey, 2019

Table 6: t-test Result on the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing

Variable	N	Mean	Std. Dev	Df	Std. Error	t-cal	t-tab	Remarks
FUAM library staff	92	3.27	0.90					
				104	0.06	0.04	1.66	NS
BSU library staff	13	2.97	0.57					
Total	**106**							

N=number of respondents and Df = degree of freedom, NS=not significant
Source: Field survey, 2018

Table 7: t-Test Result on challenges militating against provision of public information by libraries in Nigeria

Variable	N	Mean	Std. Dev	Df	Std. Error	t-cal	t-tab	Remarks
FUAM library staff	92	3.08	0.98					
				104	0.07	0.18	1.66	NS
BSU library staff	13	2.56	0.39					
Total	**106**							

N=number of respondents and Df = degree of freedom, NS=not significant
Source: Field survey, 2019

Test of hypothesis 1 is presented in Table 6.

Data presented in Table 6 reveal that the t-calculated was 0.04 which was less than t-tabulated value of 1.66 at 0.05 level of significance with 104 degree of freedom. This result is not significant. Therefore, the null hypothesis which states that there is no difference between the mean ratings of FUAM library staff and BSU library staff on the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual is accepted. This implies that the two groups of respondents did not significantly differ in their responses on the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual.

Hypothesis 3

There is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the challenges militating against provision of public information by libraries in Nigeria.
Test of hypothesis 2 is presented in Table 7.

Data presented in Table 7 reveal that the t-calculated was 0.18 which was less than t-tabulated value of 1.66 at 0.05 level of significance with 104 degree of freedom. This result is not significant. Therefore, the null hypothesis which states that there is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the challenges militating against provision of public information by libraries in Nigeria is upheld. This implies that the two groups of respondents did not significantly differ in their responses on the challenges militating against provision of public information by libraries in Nigeria.

Hypothesis 4

There is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the strategies for enhancing provision of public information by libraries in Nigeria.

Test of hypothesis 3 is presented in Table 8.

Table 8: t-test Result on the strategies for enhancing provision of public information by libraries in Nigeria

Variable	N	Mean	Std. Dev	Df	Std. Error	t-cal	t-tab	Remarks
Ext. Agents	92	3.18	0.11					
				104	0.05	0.08	1.66	NS
Lecturers	13	3.21	0.10					
Total	106							

N=number of respondents and Df = degree of freedom, NS=not significant
Source: Field survey, 2019

Data presented in Table 8 reveal that the t-calculated was 0.05 which was less than t-tabulated value of 1.66 at 0.05 level of significance with 104 degree of freedom. This result is not significant. Therefore, the null hypothesis which states that there is no significant difference between mean ratings of the responses of FUAM library staff and BSU library staff on the strategies for enhancing provision of public information by libraries in Nigeria is not rejected. This implies that the two groups of respondents did not significantly differ in their responses on the strategies for enhancing provision of public information by libraries in Nigeria.

DISCUSSION OF FINDINGS

   Research question 1 and hypothesis 1 was on the impact of intellectual freedom to individuals in Nigeria. Findings revealed that there is no significant difference between mean ratings of the responses of FUAM library staff and BSU library staff on the impact of intellectual freedom to individuals in Nigeria. The findings are similar to a study conducted by Bakare (2018) which revealed that intellectual freedom provides our world with innovation new especially the technology and cures to diseases, supply information on new ways of providing food to starving communities and enriches culture.
   Research question 2 and hypothesis 2 was on the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual. Findings revealed that there is no difference between the mean ratings of FUAM library staff and BSU library staff on the role of library in providing and protecting access to information on the right to express ideas as the basis for a self-governing by every individual. The findings agree with a study by Storer (2014) which revealed that libraries provideaccess to information, identify the relevant information needed by individuals, retrieve and organize information to users and p**rovide** instruction in the use of, and preserve recorded expression regardless of the format or technology.
   Research question 3 and hypothesis 3 was on the challenges militating against provision of public information by libraries in Nigeria. Findings revealed that there is no significant difference between the mean ratings of FUAM library staff and BSU library staff on the challenges militating against provision of public information by libraries in Nigeria. The findings are different from a study carried out by Waller (2018) who found that the challenge of library is making services engaging to researchers and students, handling research data management tools, demonstrating your value, preserving material on a digital scale, a growing and diverse spectrum of customers, nailing down library policies, role development, digital licensing, subject-matter expertise and becoming familiar with a wide range of digital content.
    Research question 4 and hypothesis 4 was on the strategies for enhancing provision of public information by libraries in Nigeria. Findings revealed that there is no significant difference between mean ratings of the responses of FUAM library staff and BSU library staff on the strategies for enhancing provision of public information by libraries in Nigeria. The findings are the same with a study conducted by Bakare (2018) who found out that provision of adequate infrastructures, encourage the new government to follow up past government and encourage borrowers to return on time and return on a borrow are solutions to problems of public information by libraries in Nigeria.

CONCLUSION

Educating all people about intellectual freedom and free access to information is one of the most important roles librarians have in democratic societies. The belief that intellectual freedom is a human right and that freedom to access information is a key component of human existence. However, they are series of factors that hinder provision of information for intellectual freedom. This depends on the beliefs and convictions of the people who live in our communities. The study concludes that intellectual freedom values in all aspects of life.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are made:

1. Libraries should employment of qualified hands into administration
2. Nigerian institutions should be encouraged to develop a strong reading culture by organizing prize competition
3. Government should set up policies that ensure regular allocation of funds to libraries
4. Government at all levels should provide adequate infrastructures to libraries to reduce the problem of space accommodation
5. Stakeholders in education sector should encourage the new government to follow up past government to ensure continuity of policies

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Full Length Research

Analyzing the Need for Cloud Computing Adoption in Nigerian Academic Libraries for Effective Service Delivery

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Information explosion coupled with un estimated number of information seekers made libraries across the globe to embrace the use of ICT in delivering their services to the users. ICT have been undergoing changes primarily to fulfill the demand of its users. One of such changes in ICT is the invention of cloud computing, which is the delivery of computing services—servers, storage, databases, networking, software, analytics, intelligence and more—over the Internet. This technology can surely help libraries to ensure efficient service delivery at a much reduced cost. However, literature review indicated that the rate at which the cloud computing is adopted in Nigerian academic libraries became a topic of discussion as most of the libraries have not reach an advance stage of adopting the technology despite the numerous befits in terms of scalability, elasticity, virtualization, cost reduction and collaboration it offers to its adopters. It is in line with the afore mentioned that this paper aims at analyzing the need for cloud computing adoption in academic libraries for effective service delivery. The paper reviewed recent, related and relevant literature all in an attempt to get other previous authors views about the adoption of cloud computing in Nigerian academic libraries. The synthesized literature revealed that most librarians have little knowledge about cloud computing and its unlimited benefits which could be the reason among others why there is less adoption of such technology. The paper recommended that there is a need for librarians to put more effort to explore other benefits of cloud computing so that they became knowledgeable enough about it and its benefit. The paper also recommended that authority concern should provide all the necessary support required for the full adoption of cloud technology in Nigerian academic libraries

Key words: Cloud computing, Academic Libraries, Effective Library Service

INTRODUCTION

Provision of effective library services relay so much on the information and communication technology (ICT) expansion. The in- cooperation of ICT in the services provided by our libraries arose some number of challenges and opportunities to information professionals, librarians as well as users (Jaeger, Lin, Grimes & Simmons, 2009). Adoption of modern technology may likely influence the teeming users of the libraries to form part of the reality of present globe and the digital society. Neglecting the adoption of such technology will make it difficult for societies and education to fully associated (Aminu&Haruna, 2015).Singh and Kaur (2000) noted that the main mandate of academic libraries is to preserve and provide access to required knowledge and information, thereby supporting teaching and research which is the mission of their parent institutions. However, developing countries are realizing the implication of the digital divide (the divide or gap between those with access to new ICTs and those without) and are now trying to adopt the new technologies as necessary for discharging their mandate.

Cloud computing is the third revolution in the world of ICT after invention of personal computers and internet. Madhubala (2012) put forth her view that "Cloud computing is a paradigm that focuses on sharing data and computations over a scalable network of nodes". It is a mode of computing where ICT related capabilities are provided as a service that enables the users to have access to such shared capabilities. Richard and Ahmed (2013) further attested that incloud computing, data and services are placed in a very large scalable data centers located on the cloud and access is granted to all eligible users through their respective browsers.

Information is exploring in a very rapid trend in this technological era and information needs of users are also rising in ever fasting mode. To meet the demand of peculiar information needs of the knowledge society, adopting a new technology such as cloud computing for efficient service delivery is inevitable. According to Matt (2010) Cloud computing can change the trend in which systems are built and services are offered, therefore Libraries can have more opportunity to extend their impact beyond the present stage.

However, considering the number of academic libraries we have in our dear country Nigeria, it will be costly and probably impossible for each of such library to own and maintain their individual ICT like cloud computing. Haruna, Abubakar, Umeh& Mubarak (2017) acknowledged that huge amount of money have been spent by many libraries on computing and telecommunication facilities as well as their supporting software packages. Apart from that, a huge amount of money will be likely required to hire /employ ICT professionals to coordinate, control and maintain the deployed cloud computing. Therefore cloud computing may be the solutions to libraries.Haruna , Abubakar, Umeh& Mubarak (2017) further stress that cloud computing is on board to further revolutionize the trend in which many organizations deliver their services of which academic libraries are not in exception, many academic libraries that are less privileged will benefits from the potentialities of cloud computing deployment at a very low cost and/ or pay per use mode.

Nilratan and Sriparna (2013) explained thatCloud computing is capable of bringing together collection of documents and resources stored in various personal computers, personal server and other equipment in to one place and putting them on the cloud for the use of the user community. This is in line with Richard and Ahmed (2013) who maintained that Cloud computing is an approach means for providing divers set of services on virtual system allocated on top of a huge physical pool which reside in the cloud, in other words, cloud computers is capable of obtaining vast amount of information and resources stored in personal computers, mobile phones and other ICT related facilities, incorporated and place them on the cloud for serving users. In view of that, there is likely serious need for integrating our library services with cloud computing in order to ensure cost minimization and greater efficiency in service delivery.

Therefore this study aims at analyzing the need for the adoption of cloud computing in academic libraries for effective service delivery that can support and satisfy the information needs of our teeming library users at a very cheaper rate.

LITERATURE REVIEW

Concept of Cloud Computing

Cloud computing is the latest revolution in the field of information and communication technology (ICT), as it bring some an imaginable services that ease peoples transactions and extremely enhance effective services delivery. Cloud computing is nothing more than provision of cloud services - servers, storage, databases, networking, software, analytics and more - over the Internet ("the cloud"). Companies that are responsible of providing such services are called cloud providers and are typically charging their client for service provision based on usage just like how we are billed for water or electricity in our homes (Microsoft Azure, 2019). Foster, Zhau, Ioan, and Lu (2008) defined Cloud computing as "a large-scale distributed computing paradigm that is driven by economies of scale, in which a pool of abstracted, virtualized, dynamically-scalable, managed computing

power, storage, platforms, and services are delivered on demand to external customers over the internet." Cloud computing could be made public in such a way that resources will be provided to users as a services on a specified fee, mostly over an internet connection; or private in which the organization can deploy the cloud in to its firewall and personally manage it. Grace (2010) ascertains that the major reasons foradopting cloud computing are scalability, elasticity, virtualization, cost reduction, mobility, and collaboration and risk reduction; however, performance, control, interoperability and security are the primary concern of most organizations.

Librarians find cloud computing as helpful enough in protecting and preserving their data and privacy. Libraries adopt cloud technology for easy access to e journals, hosting sister digital libraries tracking of statistical data among others (Suman&Parminder, 2016).In cloud computing, shared resources, software, and information are provided to remote clients over a network. Cloud computing is a service, wherein cloud resources are dynamically allocated to multiple users as per demand. . Gireesh,Pradeep, Gaurav, Pooja and Gunjan (2011).Perceived that cloud computing is the enhancement of grid computing, distributed computing, distributed databases and parallel computing. Suciu, Halunga, Apostu, Vulpe and Todoran(2013) conceptualized cloud computing as a service on demand that ensure community of end users with a safe computing and storage capabilities for efficient service delivery. They authors further stress that by bringing together user data, software and on-demand computation resources over a network, cloud computing goes beyond the concept of IT services (Figure 1)

Service Models and Features of Cloud Computing

Several number of services are being underpinned by cloud computing. Such services include but not limited to Gmail or the cloud back- upof photos on our various phones. Cloud computing is becoming the default option for many applications, software vendors are increasingly offering their applications as services over the internet rather than standalone products as they try to switch to a subscription model. A fundamental concept behind cloud computing is that the location of the service, and many of the details such as the hardware or operating system on which it is running, are largely irrelevant to the user. It's with this in mind that the metaphor of the cloud was borrowed from old telecoms network schematics, in which the public telephone network (and later the internet) was often represented as a cloud to denote that the underlying technologies were irrelevant Matt (2010)

Microsoft Azure (2019) explain that cloud computing can be classify base on three computing models. Infrastructure as a Service (IaaS) which has to do with renting of physical or virtual servers, storage facilities, operating system and networking capabilities from a cloud provider on a pay-as-you-go basis; Platform-as-a-Service (PaaS) refers to cloud computing services that supply an on-demand environment for developing, testing, delivering and managing software applications. Paa S is designed to make it easier for developers to quickly create web or mobile apps, without worrying about setting up or managing the underlying infrastructure of servers, storage, network and databases needed for development; Software-as-a-Service (SaaS) is a method for delivering software applications over the Internet, on demand and typically on a subscription basis. With Saa S, cloud providers host and manage the software application and underlying infrastructure and handle any maintenance, like software upgrades and security patching. Users connect to the application over the Internet, usually with a web browser on their phone, tablet or PC.

Libraries use cloud based SaaS tools as Open URL resolver, online reference, research guides;PaaS tools as integrated library system, interlibrary loan; IaaS as discovery systems, archives management (Shaw, 2013). (Figure 2)

Benefits of Cloud Computing for Effective Library Service Delivery

Libraries can earn a number of benefits from cloud computing adoption in this information explosion era. Storage capacity, increased computational performance, cost minimization and global accessibility to information resources form part of some benefits derivable from adoption of cloud computing by libraries (Tuncay, 2010). This is in line with the assertion of Grace (2010) who ascertains that scalability, elasticity, virtualization, cost reduction, mobility, collaboration and risk minimization are among the reasons why organizations globally opted for cloud computing in their mandate to deliver efficient services to end users. This can help libraries to have fixed and maintenance cost in their IT investment cheaper and affordable, thereby providing an enabling environment for effective service delivery.

According toOkwoli, Ezra, and Baba (2016) with cloud computing in libraries, all sort of financial wastage on IT investment, careless attitudes of users and technological headaches such as computer virus, system crashes and loss of data will be drastically monitored and avoided. There will likely be a significant improvement when cloud computing is adopted in library services delivery. This is coincided with the view of Spreeuwenberg (2012), who affirms that with the presence of cloud computing, it will be easier and efficient to have access to stored data through several remote devices. This can be usefulness especially with
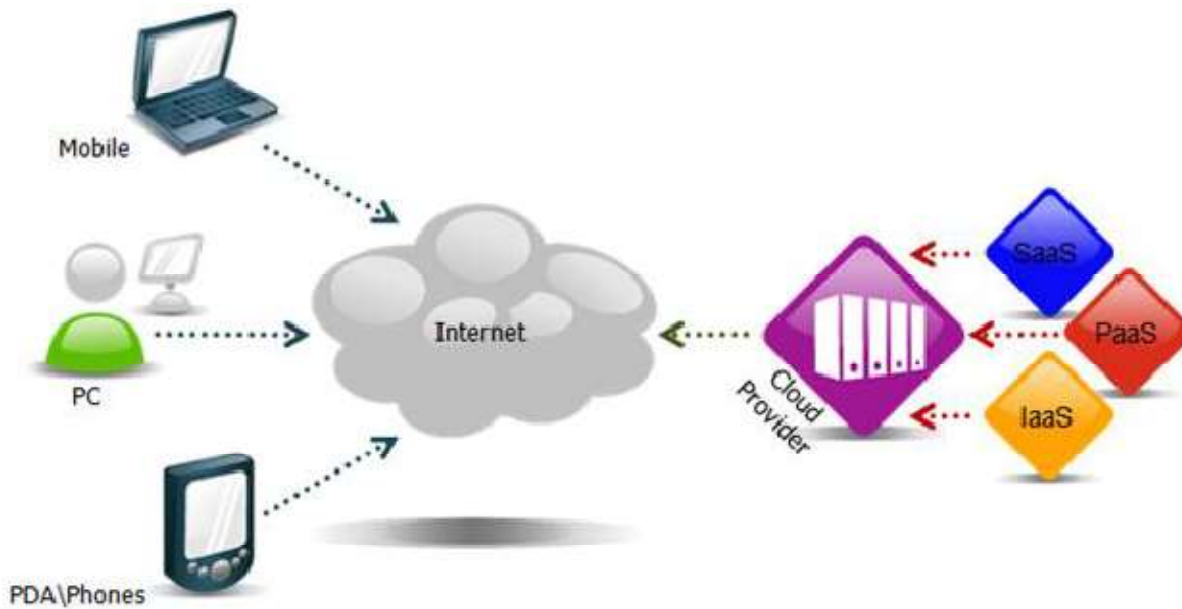
Figure1: Cloud Computing Representation – How it works
Source : Adopted from the work of Raghavendra R. V. and Poornima N. (2017)

Figure 2. Cloud Computing Service Model
Source : Adopted from the work of Kadali S. K. and Devendra C. (2017)

the mobile devices that can only require internet connection. Libraries now a day's vow to provide their services to client anywhere any time by mounting their services on cloud computing (Okwoli, Ezra, and Baba,

2016). Grant (2012) propounded that with the advent of new technologies, there is need for librarians to get used to such technologies, expand their skills and avails new ideas and approaches to market library services.

The State of Cloud Computing in Nigerian Libraries

Libraries are aligning their activities with cloud computing technology in this information explosion time particularly in an advance country due to number of benefits that are attached to that new technology. African countries particularly Nigeria however are also trying to catch up in ensuring that they adopted the cloud technology adequately. Goldner (2012) maintained that libraries can take advantage of cloud computing services and get rid of all technologically related problems that hinder the smooth running of library services. Breeding (2012) added that libraries can take advantage of cloud computing and put in place important aspect of modern libraries which include building of digital libraries/repositories, facilities for searching library data, hosting website, searching scholarly content, store files and improve library automation.

However, studies have revealed different rate at which cloud computing services are being adopted in most of Nigerian university.Safiya, Mueen, Amad , Raed and Asadullah (2014) acknowledge that computing resources and capabilities became evenly available as a result of popularity and advancement in the ICT, but the level of cloud computing adoption especially in developing countries like Nigeria are still at the very low stage.Ume, Bassey and Ibrahim, (2012) added that in developing countries' university like Nigeria, cloud technology adoption is still at the slow rate of adoption likely due to the cost involved in buying and maintaining of ICT facilities and the poor power supplyin the country. The situation is more severe in Nigerian context as Omekwu and Echezona(2008) observed that the state of ICT in Nigeria is poor when compared to some Africa countries such as Egypt and South Africa, and ICT gave birth to cloud computing.

Omwansa, Waema and Omwenga (2014) conducted a review on the state of cloud computing adoption among some African countries and eventually discovered that South Africa, Kenya and Nigeria are the countries that have gone far in the use of cloud computing in Sub-Saharan Africa as of the year 2013. They further analyzed the report of a survey carried out by Cisco and World Wide Worx (2013) which found that 50% of South Africa's medium and large businesses were using cloud services, compared to 48% in Kenya and 36% in Nigeria. This is another indication that several initiatives are already in place to adopt cloud computing, but the rate at which the adoption is going in Nigeria is too slow. Idowu and Saheed(2017) concluded that the reality of constant progress being realize in technology circle has manifested on all professions and particularly library and information science field. Although the startup of latest technology such as cloud computing is still at the very infant stage among academic librarians in Nigeria.

Challenges of Cloud Computing and Reasons for Low Rate of Adoption by Libraries

Up on all the benefits that cloud computing provide, security and confidentiality of stored data, privacy and regulatory compliance, vendor lock-in, location of the data, legal jurisdiction, and reliability of the cloud service provider have been a major aspect of concern by libraries that intends to adopt cloud technology for their services Low, Chen, and Wu (2011). This is in line with the findings of Sultan(2010) who carried out a research at Mellon University and found that the major obstacles with regard to the adoption of technology are confidentiality, privacy, reliability, infancy and novelty of the services provided. Security and privacy of stored data must be subject of concern for most cloud computing adopters, to them any hacking or other forms of attack on the cloud vendor's infrastructure will affect all clients whose data are kept on the infrastructure. Rittinghouse and Ransome (2010) further stress that going against the Service Level Agreement (SLA) by some cloud vendors attributed to some extent the reasons why the level of the adoption by client remain very low. Because failure of cloud vendors to fulfill the requirement of SLA and attend to downtimes prompt needed performance will be negatively affected.

Massadeh and Meslah (2013) In their study on Cloud Computing in Higher Education inJordan suggested that Jordanian universities consider adopting cloud computing as an avenue of meeting the increased demands of IT services and managing the tight budget due to inadequate financial support from the authorities concern. The researchers believe that implementing cloud computing will be a strategy to put forward excellent business models for the Jordanian universities as they do not have enough resources to manage the required ITsupport for development, educational, and research activities that should be provided in an ideal higher education environment.

RECOMMENDATION

Though this study is based on review, but the synthesized literature have revealed that cloud computing offers great opportunities to its adopters despite some challenges associated with it. Therefore this study recommended that librarians in Nigeria should explore other benefits of cloud computing and take a serious step toward robbing shoulder with their counterpart in advance countries in terms of quick adoption of that technology. This is because cloud computing is highly needed considering the information needs of users, explosion of information on daily basis and cost of maintaining individual ICT. Authority concern should also provide all the necessary support and opportunity for all the libraries to adopt cloud computing in their service delivery.

CONCLUSION

Cloud computing is widely known in advance countries by many library professionals and are fully aware about the tremendous benefits it offers. However the adoption of such technology in Nigerian libraries is still at growing stage that something needs to be done in order to accelerate the rate of its adoption so as to grasp the potential benefits attached to it. The challenges that librarians are expecting from the cloud computing is totally nothing when compared with the potential immeasurable benefits it offers to the clients. There is serious need for our librarians to put more effort on how fast they can adopt this technology in order to enhance effective, timely, distance less and efficient services to their teeming users at a reduced and subsidize cost. Therefore, we believe there is still marvelous opportunity for library professionals to make revolutionary contributions in this field, and bring significant impact to their development in the library services.

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Full Length Research

Smart Libraries: A Response to Literacy and Self-Empowerment among Girl-Child in a Depressed Economy

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This paper identifies smart library as a relevant tool to respond to the plight of girl-child in a depressed economy through promotion of literacy and self-empowerment. On this, concepts of smart libraries, the framework of literacy and empowerment in relation to the girl-child was discussed. The need for literacy and self-empowerment among girl-child and the roles of smart libraries to literacy and empowerment needs of girl-child were reviewed. Challenges of responding to literacy and empowerment need of girl-child were highlighted, while recommendations were made to deal with the issues.

Keyword: Smart Library, Literacy, Self-empowerment, Girl-child, Depressed Economy.

INTRODUCTION

Economic depression is a term used against occurrences of cut in purchasing power, wages/income, jobs, and production of economic inputs. It is an advanced stage of recession which could lead to devastation, hunger, poverty, and death. According to Wikipedia Encyclopedia (2013) in economics, a depressionis a sustained, long-term downturn in economic activity in one or more economies; it is a more severe downturn than an economic recession, which is a slowdown in economic activity over the course of a normal business cycle. Economic depression is an unusual and extreme form of recession. Economic depressions are characterized by their length, by abnormally large increases in unemployment, falls in the availability of credit (often due to some form of banking or financial crisis), shrinking output as buyers dry up and suppliers cut back on production and investment, large number of bankruptcies including sovereign debt defaults, significantly reduced amounts of trade and commerce (especially international trade), as well as highly volatile relative currency value fluctuations (often due to currency devaluations). Price deflation, financial crises and bank failures are also common elements of a depression that do not normally occur during a recession.

The implications of economic depression are enormous –deprived, hellish, and weaned living condition, a condition not worth experiencing, which countries in the world irrespective of developmental stage have tried to avoid since the great

depression of 1929-1935. Unfortunately, most countries in Africa find themselves in depressed situations. For some countries; their governments are rich, while the citizens are poor, while in other countries both the government and their citizens are poor making women and girl-child the most vulnerable group. Under this situation, the need for literacy – abilities and skills to understand trends, articulate ideas and use them to make a living, for self-empowerment which is a will to self-decision making, self-esteem, self-assertiveness and self-sustainability become paramount.

However, literacy and self-empowerment cannot emerge in the lives of anyone, girl-child inclusive, without emergence of an open society, that is, an information and knowledge vibrant society; a society that can decode written words transform them into knowledge for economic and socio-political advancement, pioneered by availability and access to information materials. It is worthy of note that, libraries are chief promoters of open society which empower citizens literally and economically, through their service frameworks; creation of access to information/knowledge materials, promotion of reading and research, dissemination of information and environmental awareness. These frameworks breed a set of social elements that are requisite for girl-child literacy, self-discovery and self-empowerment. In present time, the social nomenclature and methods of rendering services by library are fast metamorphosing into modern trends which highly recognize electronic-digital structures. So under this dispensation, *smart libraries*, a term which reflects digi-intelligent state of libraries, has become a major tool to capture embodiment position of a today's library in response to promote and to meet literacy and self-empowermentneeds of girl-child in a depressed economy.

CONCEPT OF SMART LIBRARIES

Papers in the field of smart library reflect on the new paradigm in library system –environment, structures/facility, services and personnel. On it, technologies play host and the outcome leads to information explosion. According to Ruslan, Olga, Pavel, Vera and Nikita (2015) Smart library is a new quality library in which the expert usage of hardware, services and Internet lead to qualitative changes in the user-librarian interaction, allowing acquisition of new effects for better services. Smart library organizes the "smart" work based on the "smart" infrastructure, taking into account the needs of users, who play an important rolein the development of library smart culture. Technology in the smart library previously was based on information and knowledge, but it has transformed into technologies based on interaction and exchange of experience – smart technology. Smart library, using technological innovation and the Internet, provides users with the opportunity to acquire knowledge on the basis of the systems multidimensional vision of knowledge. ALA Tech-source (2015) opine that smart library is an Integrated library system, which is comprehensive for the acquisition, management, and access to primarily print materials, but, saw their role in the overall technology environment of libraries that shifted their collections and acquisitions to primarily electronic and digital resources. Smart library is the concept and practice of the modern library in a sustainable development, based on digital network and intelligent information technology with interconnection, high efficiency and convenience as the main features, and green development and digital services for the general public as the essential pursuit (Wang, 2013).

By disposition, Ruslan, Olga, Pavel, Vera and Nikita (2015) state that smart library concepts tends to connect multiple features;

- Creating of smart environment: Certain services and technological developments have reached a high level, allowing the development of environment, which begins to approach the natural intelligence –mobile access, availability of all digitalservice types anywhere in the world.

- Smart library creation is only possible on the basis of new information and communication technologies and library technology, on the basis of new knowledge creation and collective creativity, with the involvement of expert groups, using social networks.

- Active content – simply placing the content in the repository is not enough for it to become active. All objects must be interconnected. In turn, the quality of the repository must be monitored due to the introduction of such systems as e-metrics and work as a team.

- Adaptively – the formation of a customized service set for user requests. Large number of sources, the maximum diversity of media (audio, video, graphics), the ability to quickly and easily adjust to the level and needs of a user.

From the available literatures, any library that is equipped with computer interface, modern furniture, computerized user learning spaces, personified into individual user access –mobile apps, remote with limitless access, and is able to be timeless, man by *techrarian,* operate in a state of art or smart environment and can detect knowledge

and generate information within or outside its environment is smart library.

Literacy and Self-empowerment: Frameworks and Nexus

Literacy and empowerment are distinguishable in definitions, but very identical or intertwined by explanation. Literacy is associated with knowledge, skills, abilities and competencies, while empowerment is aligned with independence, will, power, authority, and execution. Emphatically, once literacy components is absent in upbringing of girl-child, it will result to direct inherit to lack of empowerment of the child, that means, the girl-child future is brink. In other words, without literacy there will be no concrete empowerment and vice versa. McDonald & Scollay (2009), Metcalf &Meadows (2009), Mclachlan (2009) and Bingham (2009) found in their valuable (and rare) longitudinal research, conducted in developed countries (US and UK) using substantial samples depict that literacy learners gained feelings of self-esteem, self-efficacy, and self-confidence. They explained that, literacy learner's feels as being less dependent on others for several tasks, gaining improved skills in communication, feeling able to use information technologies, being able to write formal letters; and being more competent in dealing with government officials. Learners report also increased contact with local people, including involvement in community organizations. Furthermore, the finding shows that self-esteem on the part of the learners was detected either with structured self-esteem scales or open-ended interviews; and the effects were found to persist after several years of literacy program participation.

Literacy is the binding glue for personal, psychological, political, socio-cultural, and economic empowerment. UN (2016) in an attempt to recognize the diversity of definitions attributed to the term, regards 'literacy' as being beyond simply "the set of technical skills of reading, writing and calculating…'',to a plural notion encompassing the manifold of meanings and dimensions of these undeniably vital competencies."Literacy is a set of cognitive skills necessary to make meaning of print communication. These skills are developed in particular social contexts and practices (Cope & Kalantzis, 2000). Literacy empowers the individual to develop capacities of reflection, critique and empathy, leading to a sense of self efficacy, identity and full participation in society. Literacy skills are crucial to parenting, finding and keeping a job, participating as a citizen, being an active consumer, managing one's health and taking advantage of digital developments, both socially and at work (EU High Level Group of Experts on Literacy, 2012). Literacy has never been more necessary for development than now because it is a key to communication and learning, and a fundamental condition of access to today's knowledge societies.

With socio-economic disparities, and global scramble over control of food, trade and currency, and energy, literacy is a survival tool in a fiercely competitive world. Literacy leads to empowerment, and the right to education, includes the right to literacy – an essential requirement for lifelong learning and a vital means of human development and of achieving the Millennium Development Goals (UNESCO, 2008). From all side of views, literacy means empowering -to do, survive, or perform by self.

Empowerment can be viewed as means of creating a social environment in which one can make decisions or choices as entity for social transformation. Empowerment means individuals or group acquiring power to think and act freely, exercise choices and fulfill their potential as full and equal members of society. It strengthens the innate ability by way of acquiring knowledge, power and experience (Hashemi, Schuler and Riley, 1996). Empowerment is the process of enabling or authorizing individuals to think take action and control work in an autonomous way. It is the process by which one can gain control over one's destiny and the circumstances of life. Empowerment includes control over resources (physical, human, intellectual and financial) and over ideology (beliefs, values and attitudes) (Baltiwala, 1994). It is not merely a feel of greater extrinsic control, but also grows intrinsic capacity, greater self-confidence and an internal transformation of one's consciousness that enables one to overcome external barriers in accessing resources or changing traditional ideology (Pinto, 2001).

In nexus, every literacy programme by any individual, group or organization intends to empower selected or target participant to be self-reliance, informed and contribute to the development of their environment. Stromquist (1997) found that literacy program participants reported deeper awareness of their environment, greater confidence in a variety of social activities, and greater self-esteem. There is now the realization that sustainable human development cannot be effective if half of the human race (the womenfolk) remain ignorant, marginalized and discriminated against. The provision of quality literacy to nearly half of the world population will greatly improve lives and livelihood and will no doubt have a great and sustainable social and economic impact on the womenfolk (UNESCO, 2002). A seven-country study in Latin America coordinated by Infante (2000) compared social competencies by level of functional literacy proficiency; self-esteem, autonomy, and communicative competence were found linked to performance in reading, writing, and mathematics; but the link did not emerge in a dichotomous way (literacy vs. illiteracy) but rather depended on levels of education, so that the more years of formal education, the greater the association that could be detected. An ethnographic study by Prins (2008) on literacy programs in El Salvador found that women and men participants reported changes in the direction of greater self-confidence, self-esteem, the ability to participate in and influence new spaces, the ability to formulate and express ideas, and improved relationships with partners, parents, children, or other family members.

The Need for Literacy and Self-empowerment among Girl-child

According to UNICEF report (2002), the national literacy rate for female was only 56 percent compared to 72 percent for male and in certain states; the female literacy, enrollment and achievement rate were much lower. For example, girls net enrolment in Sokoto State was 15 percent compared to 59 percent for boys.

The Global Gender Gap Index (GGGI) 2010 shows that the gender gap in adult literacy rates for the period between 2006and 2010 appears to be increasing instead of declining (see table below).

Gender gaps in literacy rates in Nigeria, 2006-2010

Year	Female	Male	Female/Male
2010	49	72	0.68
2009	63	79	0.79
2008	64	80	0.80
2007	59	74	0.80
2006	59	74	0.80

Source: World Economic Forum; Global Gender Gap Index 2010 Nigeria profile

The most recent data for 2011, published by the UNESCO Institute for Statistics (UIS) (2013), reveal that women's literacy continues to lag behind that of men. This is particularly so in Arab States (male rate of 85% vs. female rate of 68%), South and West Asia (male rate of 74% vs. female rate of 52%) and Sub-Saharan Africa (male rate of 68% vs. female rate of 51%). Global figures suggest that 89% of men and 80% of women are able to read and write in 2011. 493 million, or two thirds of the global illiterate population, are women.

The African Development Forum (ADF) (2008) averred that empowering women to participate in the information economy would bring about benefits such as increased creativity, expertise and competitiveness in technology sector and thus assist the information economy thereby lead to economic growth.

According to Webster University Dictionary (n.d) 4 elements of empowerment;

1. Education: This element educates women in basic confrontational principles, understanding reaction time, vulnerable target areas, personal weapons and the development of a survival mindset. The more women learn about confrontational principles the les they fear confrontation. Education also encompasses risk awareness, reduction, recognition, and avoidance techniques.

2. Dependency on Self: Teaching women to depend on themselves for protection, not their father, brother, boyfriend, husband, etc. Personal weapons are the most accessible, they are by far the most dependable, if women can instill within themselves reliance on personal weapons, they will have little need for the previous "dependency based defense". Self-reliance is an integral element of empowerment.

3. Making your own Decisions: A woman must learn to decide when to use or not use force in self-defense. Making decisions based on what is right for her at that point in time and realizing that she is responsible for her own actions or inactions. Not to second guess the decisions made at that time the main goal is to survive.

4. Self-Realization of your Physical Power: By creating the opportunity for a woman to exert her physical strength, you help her to explore the possibilities of that strength. This is usually on uncharted territory, because most women have not hit anything with 100% of force.

Empowerment was made in the year 2010 International Literacy day titled; World Literacy Day: Empowering Women through Literacy. The then UN secretary General Ban Ki-Moon in his speech said that if women are empowered through literacy considering their multiple roles in the society will contribute greatly to the development of the nation. Women need greater access to educational opportunities, skill acquisition and positions of authority for them to be truly empowered. To this end, developmental programmes are designed to improve living conditions of women's and to allow them participation in processes that will enhance their development at home, community and national levels. The main objective is to alleviate the burden of women daily lives through appropriate empowerment programmes (for example basic education, skill

development, access to information regarding health, nutrition status, legal rights and so on).

Women's empowerment is very essential for the development of society. For the United National Development Fund for Women (UNIFEM), the term women's empowerment means: acquiring knowledge and understanding of gender relations and the ways in which these relations may be changed. Developing a sense of self-worth, a belief in one's ability to secure desired changes and the right to control one's life, and gain the ability to generate choices and exercises of bargaining power. Developing the ability to organize and influence the direction of social change, to create a more just social and economic order, nationally and internationally.

The summary below depicts that unlimited exploration of literacy and empowerment among woman in a depressed economy; has become paramount.

> *Literacy is a bridge from misery to hope. It is a tool for daily life in modern society. It is a bulwark against poverty, and a building block of development, an essential complement to investments in roads, dams, clinics and factories. Literacy is a platform for democratization, and a vehicle for the promotion of cultural and national identity. Especially for girls and women, it is an agent of family health and nutrition. For everyone, everywhere, literacy is, along with education in general, a basic human right.... Literacy is, finally, the road to human progress and the means through which every man, woman and child can realize his or her full potential (Annan, 2004).*

Smart Libraries: A Response to Literacy and Self-empowerment among Girl-child in a Depressed Economy

In all cases, "Smart" is a term use to quantifies how intelligent, sharp, easy, compatible, and aesthetic human environment, communication, appearance, and interactions could be. It is advancement in totality of human's facet or contact with his surroundings, library inclusive. Smart library having more of this generic component of *smart features* is one among several stimulus that is capable of responding to literacy and empowerment needs of girl-child.Among the smart library vitality are its services and roles spanning across provision of reading materials and promotion of knowledge and education such as;

➢ **Provision of Access to Information:** information is key and central to literacy promotion and women empowerment. It is an effective mechanism to open a society or ways to connect communities to global stage. In this information society, whatever area of empowerment, access to information is very crucial and the African Union Gender Policy realized this, thus one of the policy frameworks is to "promote equitable access for both women and men to resources, knowledge, information and services including basic needs, and also, facilitate the implementation of corrective measures to address existing inequalities in access to and control over resources, as well as other empowerment opportunities" (Department of Trade and Industry, 2011).Library is the institution obliged to ensure that information sources is acquired, organized, and disseminated in a rich and conducive environment. So to advance on access to information to girl-child, element of smart –relevant and flexible library environment with unrestricted access to information, and inviting aesthetics has to play host in library environment, structures, and services.

➢ **Facilitate Adult and Distance Learning:** Through digital embodiment -ICTs, institutions and students can be connected to unlimited pool of information and educational resources that support their curriculum, learning, and research. Here, assignments can be done, communication on various platforms made available and accessible. Knowledge and literacy will be acquired in a more supportive, more flexible, more compatible, more convenient, interactive, aesthetic and attractive way than just a physical embodiment of learning and reading standpoint. Irrespective of distance, smart library via adoption of ICTs helps in accelerate globalization of information and knowledge resource without limit.

➢ **Can Led to Self-Discovery:** As a library advances beyond supporting research, to become an intelligent environment of its own, it means that literacy and empowerment are readily available. Thus, has the capacity to assist people to re-discover themselves, actualizes dreams, and achieve their aspirations. This response in its true phenomena goes beyond physical accomplishments, to psychological -mental and emotional fulfilment. In so doing, frees individual to captive of economic dependent, political propaganda, and ideological enslavement.

➢ **Develop Tech Savvy:** It is obvious that a technologically induced environment spurs citizens who are technological advanced than those in less tech-environment. Smart library as a place for digi-advanced or digi-intelligent information services creates opportunities for people to be empowered with digital literacy and skills; an essential skill for 21st century economic survival.

Challenges of Responding to Literacy and Empowerment of Girl-Child in a Depressed Economic

African and some of Arab countries constitute most of the depressed economics in the world. To those countries, girl-child literacy and empowerment problem is fundamental owing to religious dogma, corruption, militarization, terrorism, lack of access to adequate information, and absent of good governance. This factor has multi-facet effects on socio-economic and political deficiencies of the entire citizens and girl-child in particular, specifically, in area of socialization, skill acquisition, literacy, and economic engagements.

Besides, there is lack of consciousness on development and application of ICT resources; denying the citizens of opportunities that exist in global space. Lack of commitment to improve the ICT infrastructure, availability and access by the government has further dimmed the fate of improving the living conditions of people; as they are consistently faced with less career opportunity. Under this closed door situation, it quite difficult to harness the potential of the girl-child.

Also, there are dysfunction in development of social institution like tourism, health care, education, environment, and libraries. The result of this is enormous –poor social integration and orientation, inadequate medical treatment, illiteracy and mental retardation, lack of self-discovery and empowerment, deprivation of self-opinion, and acceptance of unfulfilled dreams.

Generally, financial drought in the nation's coffer due to depression lean the treasury of individuals, thereby, exposing the citizens to vulnerable situation. The financially able individuals or organizations that may be willing to provide and fund the needed literacy and empowerment programme are also affected, causing lack of competent partnerships or sole sponsorships to girl-child literacy and empowerment.

Countries under this condition might depends on foreign aids, and the funds made available may not cover the pet programmes, when compare to the number of girl-child to be empowered nationwide. Above all, these aids are provided by foreign donors are often been characterized by corruption or mismanaged by the handlers, thus may not be used adequately to achieve the set goal.

RECOMMENDATION

A concerted effort to ensure wider coverage of literacy and empowerment among girl-child and the education of woman is an indispensable tool to make ineffective the traditional belief that the place of the woman is the home and kitchen. It should be seen that in this 21st century, women have been a force to reckon with in the political and socio-economic life of the nation. The role of women has to be recognized beyond the four walls of their home and extend to all spheres of human endeavours in the development of the nation.

Above all, the process of empowering the woman and thus integrating her into the mainstream of the development must start from the early stages as a girl-child and from the grassroots. Parents, guardians, and the society as a whole must allow and encourage their female children to enroll in schools, overcome the paralysis of illiteracy and acquire a proper awareness of their potentials, rightsand higher responsibilities in society.

Expansion of quality primary and lower secondary education, and scaling up of girl-child and youth literacy programmes should be vigorously pursued. However, Literacy programmes should be incorporated with life skill's components so that women can be well equipped to perform their roles more effectively. Programmes relevant to the needs of the women should be promoted. In addition to functional skills and programmes that promote leadership skills, gender consciousness, and emancipation goals among women should be put in place.

Awareness creation through media should be intensified on the value of women education in order to raise the consciousness of the illiterates especially at the grass root level.

Social and educational institution like the smart libraries should be seen as pivot for literacy and empowerment quest of citizens especially the girl-child. Through its digital and information services, they expose girl-child to world of opportunities that they may not discover on their own. As an intelligent hub, it will be able to inspire their intellect, communicate vision, and create chances for the girl-child to acquire lifelong skills and competencies.

In support of the forgoing, Annan (2004) asserted that, there is no tool for development more effective than the empowerment of women. No other policy is as likely to raise economic productivity, or to reduce infant and maternal mortality. No other policy is as sure to improve nutrition and promote health—including the prevention of HIV/AIDS. No other policy is as powerful in increasing the chances of education for the next generation. And I would also venture that no policy is more important in preventing conflict, or in achieving reconciliation after a conflict has ended.

CONCLUSION

Literacy and empowerment of the girl-child is one of the sure ways of enhancing national productivity, development and growth. It is a fundamental indication to measure the level in which any government has succeeded in lifting its citizens. Providing free access to smart school and libraries is a very effective way of addressing the need for empowering the girl-child literarily and economically. Smart libraries make use of digital tools in their services, and a good platform to explore and reach various communities of girl-women, where conventional education and learning may not reach. This will enable the girl-child to have access to information and knowledge, which will create economic opportunities that exist across the globe. The possible outcome of the implementation of smart library will aids in discovering talents and skills that are capable of lifting the socio-political and economic expectation of the girl-child who will eventually become a woman functionally contributing to family, society and nation building.

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Full Length Research

Libraries and Social Media as Catalysts for National Unity and Security in Nigeria

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This paper addresses the issues surrounding the library and social media as catalysts for national unity and security in Nigeria. Nigeria's cooperate existence as a nation has continued to be threatened since independence to date; the importance of libraries to the society as social agencies designed to conserve knowledge, preserve the cultural heritage, provide information, undergird and underpin education and research and service as fountains of recreation was discussed. Also analysed were the roles social media play in information sharing as it affects national unity and security such as bridging communication gap and serving as sources of information for national security. Dangers of false information on social media such as the devastation of Nigeria's economy, political and social development by triggering fear, disrupting production distribution and marketing chains and weakening foreign and local investors' confidence in our system were discussed. Measures to combat false information such as surveillance, awareness among others were suggested. The paper concluded that libraries and social media will continue to play a vital role in security and national unity in Nigeria as an enlightened nation, is a united and secured nation

Keywords: Libraries, Social Media, Unity, Security

INTRODUCTION

Nigeria is a West African country. With population of 170,218,600, the country is the most populous nation in Africa and is more than twice the population of California, yet it is classed as a developing country (Adama 2017). According to Musa (2015) quoting Aguolu (2009), libraries are social agencies designed to conserve knowledge, preserve the cultural heritage, provide information, undergird and underpin education and research and service as fountains of recreation. Libraries have functioned as instrument of political and social change and as a guardian of intellectual freedom. The major obligation of traditional libraries is to provide books, multimedia reference and bibliographical resources that are necessary for the actualization of the academic mission of a nation. These objectives can only realize if the libraries are made effective through efficient, management and utilization of the library and information resources necessary for academic enterprise.

Education is an instrument par excellence for national development. Okiy (2017), noted that education involves the development of the whole person intellectually, psychologically, socially, vocationally, religiously or morally. This is why education is seen as an integral part of national development. Mensah (2011) noted that

education is a process through which people are formally trained to acquire knowledge and skills. Formal education comes from the training received from established schools from basic levels of tertiary levels. Through this process of education, people are expected to acquire knowledge and skills and hence specialize on specific fields of study in various universities, polytechnics and colleges of education. It is this knowledge that allows people to contribute meaningfully to national development. This has made the national educational policy and the national development plan of almost all the African states to emphasize on the right to quantitative and qualitative education for the African children. The relevance of library can never be relegated to the background in education and national development, because it is offering unprecedented access to information in all kinds of format.

National unity and security has been seen from different perspective of eminent scholars and development theorists. Muhammed (2012) quoting Brooks (2010) asserted that, national unity and security involves economic growth, modernization, equitable distribution of income an natural resources and socio-economic transformation of improved living standards of the people through the use of a country's natural, human and institutional resources. In the same vein Gojeh (2011), stated that national security involves transformation of all aspects of the life of society which encompasses the human, cultural, social, political, intellectual and material well-being of the people as well as the eradication of mass poverty and it's co-relates such as illiteracy, disease and short life expectancy. National unity and security are also seen as a process of nation building which brings about unity and enhances the quality of life of the people. Ameh (2015) averred that it was the quest for national unity that triggered and energized the founding fathers of modern Nigerian such as the great Zik Africa, ObafemiAwolowo, Sir AbubakarTafawaBalewaetc to pursue vigorously and struggle for political independence which was subsequently granted in 1960. This they could not achieve without benefiting from sound and efficient education system.

IMPORTANCE OF LIBRARY TO THE SOCIETY

The relevance of libraries and social media in education and national unity and security, the world over, especially in today's information driven society cannot be over emphasized. Libraries and social media are at the center of education business. Education is an integral part of a nation's that does not develop its educational system cannot develop. The major reason why most of the developing nations of the world are seen continually in crisis is because their educational system has been neglected. Added to this is the challenge of insufficient schools and teachers, with no or outdated libraries and ICT resources, there is also improper funding of most of the developing nations educational system especially Nigeria, where the government do think they are being economically product, but on the contrary, they are actually sowing the seed of continued underdevelopment. According to Fatemeh, Farhard and Akran (200(0, information is a crucial factor in national unity and security and the ability to use information tools is considered a source of power. No one uses what he has not, and the only available instrument for developing information in people is the education system.

In line with the above view on the importance of libraries to the society, Nyangoni (2017) advocated that mass literacy empowered is the only tool for sustained national unity and security. Thus; people in the rural and urban communities in Nigeria are in urgent need for relevant, efficient and current information resource, because it is a catalyst for overall development. Camble (2016) observed that successful rural information programme rests squarely on the availability and use of quality information by rural development workers and rural people noting that such a programme has failed in the past because the knowledge of their information needs was not so well considered.

There is no doubt that libraries and social media can play an indispensable role in the development of rural and urban Nigerian and also enhance various aspects of national unity and security. Libraries and social media can be used to energize the role of governance pillars in rural area. They could aid poverty alleviation and enhance speedy, transparent, accountable, efficient and effective interaction between the public business and other agencies. The goal of using ICT with the marginalized groups, such as the poor, is not only about overcoming the digital divide and also enforcing further process of social inclusion required for transformation of the environment and system that reproduces poverty (Warschauer, 2017).

Libraries and social media can be used to provide market information and lowering cost of transaction for the poor rural farmers and traders. Majority of the rural poor are often unaware of their rights, entitlement and the availability of various government schemes and extension services as hunger is seen as security risk. Libraries and information centers like mobile library, infor, kiosks, also the mobile phones can enhance their access to information. Through this medium, rural farmers can also be informed about the appropriate time to sell their produce. The teeming unemployed youth in the rural communities can also get information on available vacancies in the metropolis. Abduwahab (2017) citing Abisseth (2016) noted that Ghana, like Malaysia, Singapore and other more technology minded countries are today gradually and steadily taking ICTs to rural communities so as to bridge the digital divide between urban and rural

dwellers.

The agricultural extension workers can also access latest information on farm technology and product and disseminate same to the villagers who are mainly subsistence farmers. The health care system is another area where libraries and social media can play a major role in national development. Doctors and paramedical staff at the local centers or their subsidiary can access latest information about health schemes and seek advice from specialists about disease or ailments they cannot diagnose or treat.

According to Mensah (2011), some of the oppressive forces of human nature are illiteracy, disease, unemployment, hunger and poverty. A good educational policy can be used to suppress and subdue human problems. This is made possible through the inculcation of proper reading skills, attitude and knowledge which will increase the capacity of the individual to challenges posed by his environment. Since libraries and social media are at the center of education business, this can be used to address the aforesaid challenges in Nigeria.

Literacy is the ability to read, write, speak and compute at certain levels, Davidson (2015), noted that functionally, literacy involves skills needed to cope with everyday situations, such as reading newspapers or writing in application for job. Okiy (2017). Observed that the enormous power of libraries as tools for literacy education has made libraries and information resources centers in all the sectors of Nigeria's economy. Hence, today, libraries are found in all the tiers of our educational system including government agencies, research institutions and private organizations, such as print and electronic media, government agencies, bank, insurance companies, judiciaries etc. In Nigeria, libraries at the primary and secondary levels have been found to be instruments for all round educational development of the Nigerian child. Libraries are the nerve center of the school. Musa (2009) sees the school library as a place where a full range of information resources and accompanying services are accessible to both teachers and students. It represents a unified programme involving the use of audio-visual, printed sources and tools necessary to satisfy the educational needs and recreational interest of pupils, students and their teachers. This includes a variety of information resources such as textbooks, journals, reference books, multimedia resource etc, selected systematically, organized and disseminated to pupils, students and teachers with the sole aim of supporting and enriching the school curriculum (Ymar, 2013).

In the same vein, Ozioko (2016) also maintained that library plays a crucial part in encouraging reading at the early stage by making available pictures, books, stories, novels, magazines and topic books, so as to ensure that early quality childhood care and education is achieved. He stated that the primary level requires that such materials like text books, reference works, topic books and audio-visual resource should be sufficiently available in the library to support curricular programmes thereby expanding learning resources. He went further to mention that at secondary school level, the school library, through the guidance of teachers, helps student to develop independent study. It is my through that libraries and information centers are the pivot of academic excellence and also a tool for literacy education. This is because they provide all the relevant information resources necessary for sustaining teaching, learning and front line research for all the tiers of learning. Adama (2017) noted that the academic health, intellectual vitality and effectiveness of educational institutions in producing high quality graduates into the labour market depend largely on the quality of information resources available in their libraries to support teaching and research functions.

In his view, Bello (2015), opined that access to free information has always played an important role in human life and as a basic human resource, its need was never a subject of controversy. The free and equal access to information by every member of the society irrespective of racial, religion, geo-political, social, economic status is a fundamental human right place. Users of today's libraries are looking for development information that is crucial for individuals and national development. Alluded to this, information is a vital resource for problem solving and decision making. Everybody, state and society requires it. In fact Karki (2015), stated that it is more important than other resources for national security and national unity.

On the other hand, Ezimwanyi (2011) citing Ogunsola (2016) posited that, today the role of libraries and professional librarians is changing world wide. They are no longer passive keepers and preservers of books rather they have evolved to become facilitators of information and lifelong learning opportunities with emphasis on identifying users' sources, needs and communicating solutions. Modern libraries, she further noted, are unfolding the community learning potentials by providing information on community issues, such as health, employment, continuing education and local history. Thus equitable access to information through the modern information technology is essential to enable educated and informed citizens participate in a democratic global community.

Access to modern information technology is currently one of the most attractive library services, thus Ezimwanyi (2011) citing IFLA (2015) stressed the active role of Libraries information Society. He states that they build capacity by effective use of information literacy and providing support and training for effective use of information resources including information communication technologies. This is specifically critical in promoting development agenda, because human resources are central to economic progress. In these ways libraries contribute significantly to addressing the digital divide and the information that exist from it. They help to make the Millennium Development Goals a reality including the reduction of poverty.

Libraries and information centers are expected to provide information, current, affairs, reference services, educational guidance, simple classification and explanation of such things as cause of diseases, use and invention of medicines or drugs and world situations. They are also expected to conserve and preserve local artifacts including oral literature which in many developing countries like Nigeria, are believed to be essential for scholarship and knowledge of the society.

ROLE OF SOCIAL MEDIA IN RESEARCH PUBLICITY, VISIBILITY AND KNOWLEDGE SHEARING

We are seen ads giant not necessarily because of the quality of our national institutions and values, but simply by virtue of our large population and oil wealth. But in reality, the greatness of a nation has to be earned and is not determined just by the size of its population or he abundance of its natural resources butt by quality of its research publicity and visibility. Social Media turn communication into an interactive dialogue. Social media takes on many different forms including magazines, internet forums, weblogs, social blogs, microblogging, wikis, podcasts, photographs or pictures, videos, rating and social bookmarking. With the world in the midst of a social media revolution, it is more than obvious that social media like facebook, twitter, orkut, myspace, skype etc., are used extensively for the purpose of communication. This form of communication can be with a person or group of persons.

This online sharing of information also promotes the increase in the communication skill among the people especially among eh learners/students of educational institutions. The social media tools have virtually bought people close to one another specially those living in far off places. Social media offers a variety of avenues through which we can communicate with people. In fact, social media is known to have been used widely in educational field also. Over the last 30 years the nature of communication has undergone a substantial change and it is still changing. Email has had a profound effect on the way people keep in touch. Communications are shorter and more frequent than when letters were the norm and response time has greatly diminished. Instant messaging has created another method of interaction, one where the length of messages is shorter and the style of the interaction is more conversational. Broadcast technologies like Twitter transform these short bursts of communication from one-on-one conversations to little news (or trivia) programs: which we can tune in whenever we want an update or have something to say a social networking site provides a web-based platform for building social networks or social relations amongst people, e.g., shared interests or activities. They provide a means to interact over the internet, e-mail and now even the mobile phones. The most popular websites offering social networking currently are MySpace (started in 2003), linkedin (Started in 2003), Facebook (started in 2003) and twitter (started in 2005). A social networking site would allow a user to create profiles or personal homepages online and build up a social network. The profile page thus created is like the user's personalized webpage and contains profile information of the user like gender, religion, orientation, interests, place of birth, current location, marital status, books liked etc. The page can be customized as the user wants and include video clips, music files or photos on their page. Also included on the page is a list of friends that form the user's network. Typically, these friends are actual friends, acquaintances, and even strangers, who may have sent a friend request and the user has included them in his/her list

THE MAIN ADVANTAGES OF SOCIAL MEDIA ARE:

Sharing of ideas: Social networking sites allow user to share ideas, activities, events and interests within their individual networks. Web based social networking service make it possible to connect people who share interests and activities across political, economic and geographic borders.

Tool of communication: Social networks are increasingly being used by teachers and learners as a communication tool. Teachers create chat rooms, forums and groups to extend classroom discussion to posting assignments, tests and quizzes, to assisting with homework outside of the classroom setting. Learners can also form groups over the social networking sites and engage in discussion over a variety of topics.

Bridges communication gap: Social media bridges the distance among different people. It offer platforms for online users to find others who share the same interests and build virtual communities based on those shared interests. With the availability of social media technologies and services, content sharing and user interaction has become relatively easy and efficient.

Sources of information: Content generating and sharing sites serve as sources of information for various topics. Users can search for content, download and use the content available on these sites free of cost.

Important customer interaction tool: Social Media Networking is perfect for customer interaction, customer feedback,

and customer support. New business contacts can be obtained for networking purposes. Important crisis communication tool: When the major forms of public relations tool fail, social media can be used extensively to communicate with the general public regarding any crisis situation that might have griped the nation or any organization. But it is important to remember that while social media can have a positive impact during natural disaster, it can also have a negative impact

DANGERS OF FALSE INFORMATION ON SOCIAL MEDIA

Fake news is a type of yellow journalism or propaganda that consist of deliberate misinformation or hoaxes spread via traditional print and broadcast news media or online social media. This false information is mainly distributed by social media, but is periodically circulated through mainstream media. Fake news is written and published with the intent to mislead in order to damage an agency, entity, or person, and/or gain financially or politically, often using sensationalist, dishonest, or outright fabricated headlines to increase readership, online sharing, and internet click revenue (Royal Commission on National Development, 2005).

Back in 2013: The World Economic Forum warned that so called 'digital wildfires', that is, unreliable information going viral online (aka fake news) would be one of the biggest threats faced by society. The most common fake stories we hear about revolve around politics, but we cannot undermined the impact that fake news stories have had on society in general. One of the main concerns of fake news stories is that they can polarize society, particularly during political event. Fake news stories can not only polarise different groups within a nation but also affect international relations. Social networks connect us with other like-minded people. Our networks of 'friends' on Facebook, or 'followers' on Twitter, generally consist of people who share our values and beliefs. These values may be social, political or economic, and the information we share through these networks helps to define who we are and what we believe in. Rumours, misinformation and false information on social media proliferate before, during and after disasters and emergencies. While this information cannot be completely eliminated, libraries can use various tactics and strategies to offset bad information.

There is also a flip side to the use of social media tools. Sometimes, such tools are misused by people which leads to interference into one's privacy. Such instances can lead to dangerous proportions keeping in view the ethical aspect of the use of such media.

Fake news from media has devasted our economic, political and social development by friggering fear, public and uncertainty, disrupting production distribution and marketing chains and weaking foreign and local investor' confidence in our system. The deliberate

Deployment of fake news by APC in an attempt to smear the PDP and its members ended up demarketing our country in the international arena and eroded the confidence of the world had on our markets and business concerns, resulting in the current dearth of investments collapse of business, job losses and drop in national productivity.

Measures to Combat Fake News

➢ **Surveillance**: Rebust surveillance and compliance mechanism to ensure healthy accessible content to people. Source of news should be verified.
➢ **Reporting:** People should have the opportunity to report illicit content through flagging, and definite steps should be taken to see its credibility. Also involved in this should be scrutinized.
➢ **Awareness:** Social media can also be used to increase the awareness in people to ensure equality, end of discrimination on any grounds and ensure harmony.
➢ **Working with Authority/Sharing info:** It should be the ethnical responsibility to work in close connection with the concerned authority and share data at times of crisis for reasons of National Security and Public Order.

CONCLUSION

The library remains the most credible information center, where Nigerians can be enlightened on issues that unit the country rather than divide the country. Social media policy must be formulated by libraries to regulate its use in information sharing, this will checkmate false information. Most current information are recorded in electronic format, ICT has also contributed immensely to the performance of librarians in the discharge of their duties such as in cataloguing, reference services, circulation management, serials control etc, hence, the benefits of training and retraining of library staff to handle social media as tools for service delivery cannot be over-emphasized.

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Full Length Research

Gender Influence on the Use of Information and Communication Technology by Lecturers in Library Schools in South-East and South-South Zones of Nigeria

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The general purpose of the study is to determine the gender influence on the use of Information and Communication Technology (ICT) by lecturers in library schools in South-East and South-South Zones of Nigeria. The study covers the entire population of 162 lecturers in library schools in South-East and South-South zones of Nigeria. 145 copies of the questionnaire were completed and returned for analysis representing 89.5%. The result of the finding shows that both male and female lecturers use ICT. This is evident to the fact that lecturers whose gender makes them appreciate the use of ICT had mean value of 3.0. The study recommends that seminars and workshops on ICT should be organized for lecturers. This will help to expose them to the potentials which ICT offers in the field of academic, and through this way arouse their interest more towards the use of ICT. Again lecturers with negative attitudes to ICT because of gender barrier should be encouraged through ICT training programme. This will make such lecturers to develop positive attitudes towards ICT and use it for their academic activities.

Keywords: gender influence, Information and Communication Technology (ICT), library schools, lecturers

INTRODUCTION

ICT is a diverse set of technological tools and resources used to communicate, create, disseminate, store and manage information. These technologies are computers, the internet, and even broadcasting technologies (Radio and Television). Veen (2014) lists several fears in his findings to explain the reluctance of university lecturers to the use of

ICT as fear of change; fear of time commitment, fear of appearing incompetent, fear of 'techno-lingo' and fear of failure. Green (2015) states that with the computer, more options are open to both lecturers and students to make teaching and learning more realistic and productive especially in the following areas: it allows student to have an active role in the teaching and learning process; it provides lecturer-centered to student-centered education; it changes from process-oriented to outcome-oriented teaching and learning; it helps to be more ready for the tough global economy; it helps to be more effective members of the information society and economy; and it provides opportunities for virtual universities.

Nowadays, with the use of information and communication technology, vital information could be stored in digital form and retrieved at any convenient time using ICT facilities such as CD-ROM, microfilm, microfiche and diskettes (Oguntuase and Akinbode, 2014). The authors assert that various ICT resources which include telephone, teleprinters, fax machine, microfiche and microfilm, magnetic tape, the Internet, e-mail, mobile cellular phone and computers are used for collecting, processing, storing, transforming and disseminating information at credible speed. The university libraries are expected to provide relevant information that will satisfy the lecturers' information needs. In other words, adequate information materials both in print and non-point forms should be provided to lecturers and other users of the library. Influence is the effect that somebody or something has on the way a person thinks or behaves or on the way that something works or develops without using direct force or order (Hornby, 2006). *Merriam–Webster's Collegiate Dictionary* (2003) sees ICT as the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behaviours, opinions etc of others. It is also the capacity to have an effect on the character development or behaviour of someone or something or the effect itself in the power to shape policy or ensure favourable treatment from someone, especially through status contacts or wealth.

Use, in library parlance, is to utilize. To utilize means the ability to make use of something. Uhegbu (2007) posits that utilization is the actual putting into appropriate use of something. It is the process of making use of something available. To Uhegbu (2007:68) utilization is governed by several principles which are goal identification, availability and utilization (in which utilization is governed by "thing" provided and its accessibility). Availability is meaningless if it is not put to use; others are communication channel, which is a critical requisite for utilization because the way information is passed to people to a large extent determines its way of use by seekers and user satisfaction which is the ultimate purpose of utilizing information.

A lecturer in the institutions of higher learning holds a position that involves carrying out both teaching and learning. Many lecturers are experienced researchers with many publications. In universities, professors are those who lead a group of other academics thus everyone is a lecturer. Lecturers always have at least a master's degree and quite often a doctorate. A lecturer may be part-time or a full-time. Full-time lecturers now incorporate the role quite formally with performance reviews, promotional tracks, administrative service responsibilities and many faculty privileges. Hornby (2006) defines a lecturer as a person who gives a lecture or teaches at a university or college. This means that they are those persons whose responsibility is to give lectures to the students in the university for which they are employed. A lecturer in this context means a faculty member. Their characteristics considered in this study are age, gender, academic ranks, academic discipline, computer skill and attitudes. Lecturers need the ICT library for their teaching, research and community services. *Merriam-Webster's Collegiate Dictionary* (2003) defines characteristics as indicating a special quality or identity. It therefore applies to something that distinguishes, identifies or categorizes a person or thing or class. Individual characteristics of lecturers are different qualities that distinguish one lecturer from all other lecturers of the same kind, class or category.

The development of Library and Information Science (LIS) education and training in Nigeria has become a main topic of discussion among LIS educators in the country, and has been extensively discussed by scholars such as Aina (2007), Ibrahim (2007), and Mohammed (2008). LIS education and training dates back to 1960 when the first LIS School was established at the University College Ibadan with the assistance of the Carnegie Corporation of New York, following Harold Lancour's recommendation. Prior to that period, training for the profession was mostly done abroad. However, the UNESCO seminar on the development of Public Libraries in Africa held at Ibadan in 1953 which recommended the establishment of a limited number of library schools was considered as the foundation stone for library education in Nigeria (Abubakar, 2009).

The earliest LIS training(s) were meant to prepare the students for the British Library Association examinations. However, with the passage of time the need for more LIS training became desirable. According to Fayose (1997) , due to increased demand for library and information professionals in the 1960s and throughout the 1970s, five other university-based library schools were established at Ahmadu Bello University, Zaria in 1978; Bayero University, Kano 1977; University of Maiduguri in 1978; Imo State University in 1981 (now Abia State University), University of Nigeria, Nsukka in 1983. Also the earliest LIS educators were either foreigners or locals who had received their education abroad. The beginning of the 1990s witnessed an expansion in the number of LIS schools in Nigeria. According to Diso and Njoku (2007), the subsequent establishment of federal, state and private universities have now brought the number of such library schools to more than a dozen which continue to grow with the growth of federal state and private

universities. Presently, LIS education in Nigeria is also provided in Polytechnics and Colleges, as well as in some major libraries.

In the light of the above background, this study therefore, seeks to determine gender influence on the use of information and communication technology by lecturers in library schools in South-East and South- South zones of Nigeria.

RESEARCH QUESTION

To what extent does gender influence lecturers' on the use of ICT in library schools in South-East and South-South zones of Nigeria?

LITERATURE REVIEW

In a study carried out by Koohang (2016) on a study of attitude towards computers: anxiety, confidence, liking and perception of usefulness found that neither age nor gender was strongly correlated to computer anxiety, computer confidence or liking, but that computer experience was. While the gender gap relating to computer use seems to be shrinking, several studies have found that there is a gender gap when considering use of ICT, and that gender is a major predictor of ICT and attitude.

However, they matriculate with a diversity of computer and web-searching skills and experience. Valentine (2015) observes that the fastest way that would lead to satisfactory results when doing research, going for electronic information first the gender issues. Edem (2014) in his studies gender factor in publication output of librarians in Nigeria found that males were found to be more productive in academic publications using ICT, females however, were more productive in work related research and publication than their male colleagues in Nigerian universities. Personal variables such as gender and age, as reported by Wilson (2014) may constitute barriers to the search and utilization of information. Lecturers deal primarily with teaching, learning and research activities, the need for relevant improve on their teaching and research activities is necessary. Such variables as gender should not be seen to constitute impediments to the use of ICT resources. More so, their literacy level, status and specialty, all conspire to hold them guilty if they fail to embrace ICT resources relevant to their needs. Afolabi, Adedapo and Adeyanju(2015) report a correlation between gender and level of computer anxiety. The results showed that there is no significant difference between males and females in their use of ICT. This shows that both male and female lecturers have equal and same opportunity in their use of ICT for their academic and private functions.

Walamba (2015) reports that information searching of para-medics in Trinidad and Tobago, showed that women excelled more than men in the profession and this was attributed to their zeal in searching and utilizing information resources via ICT. Ray, Sormunen and Harris (2013) found that female had more positive attitude to computer than male counterpart. The information need of rural women in small business in Botswana was investigated by Mchombu (2016), who reports that some of the rural women were not aware that they need information for improved productivity in the library. This, he attributed to their low level of literacy, and inability to understand and utilize library resources via ICT. This observation may not hold in the case of lecturers. They are literates by any standard. Hafkin and Taggart (2012) stress that it is imperative for women in developing countries to understand and use ICT, in order to avoid being marginalized from the mainstream of their societies; and that gender issues should be considered early in the process of introducing ICT in developing countries, so that gender concerns can be incorporated from the beginning and not as a corrective after thought. Poopola (2012) adds that if female should excel above their male counterparts and wield power in an organization, they must shun the culture of guess work in their decision making process. The best way to do this is to cultivate the habit of making use of ICT resource. Venkatesh and Morris (2014) and Drup (2015) found that males had more positive attitudes towards the use of computers than females. Factors that have been cited as affecting female enrolment in ICT courses and their use of computers include socialization and cultural practices, importance of role models, access to computers, experience with computers, and attitude towards computers (Olurunda and Oyelude, 2016).

Fabry and Higgs (2016) point out human resources, vendor and maintenance, culture, funding, education and training as key factors for ICT use in developing countries. They further state that unskilled and untrained human resources lead to the employment of expatriation and African governments cannot pay or sustain expatriates. Vendor's main concern is also making money without maintenance plan. Without adequate training, Organizations may not be able to effectively use them. Yusuf (2015) carried out a study on library staffing considerations in the age of technology in Kansas State University. The study found out human resources is essential to the success of any technology-based service. It means

that any library that ignores the human factors is likely to appreciate ignorance which may lead to under use. Experienced libraries can be a significant resource in managing libraries with technology. The level of use and awareness of ICT in Nigeria appears to be very minimal. Organization, environmental and cultural factors stand against the good and perceived will of the use of ICTs. Schunk (2012) points out three strong reasons that stand against the effective use of ICTs in Nigerian university libraries. Each of the factors she mentioned has a resultant effect on availability and use of ICT. The factors are: low level of computer culture, poor telecommunications infrastructure, and general lack of awareness.

Another constraint that affects the use of ICTs in Nigeria university libraries is low level of computer culture. When librarians are not computer literate, utilizing the facility would be a problem. In other words, having a good background in computer skill makes the use of computers very practicable. Lack of awareness on the other makes utilization impossible. Librarian must be aware of the advantages of using of using ICTs by lecturers. Training workers in the use of computer and other related technologies for services in any organization including university libraries is very important. A well trained worker can perform effectively and efficiently than who is not trained at all. Other factors that contribute to the under-use of ICT are culture. System designers need to understand or undertake a systematic study of the organization and country within which the systemic will be used (implemented). Supporting this, Van (2011) opines that culture is a strong factor that dictates of technology be accepted or not accepted.

The challenge goes to system planners and programme writers to consider the local way of thinking, cultural setting, level of education and awareness. Schmelzer (2011) states that the environment where one grows up can determine one's ability to fully use modern echnologies; German Youth Institute conducted an empirical research from 1998 to 2001. Quantitative survey of 4,500 young people between ages 15 and 26 was used. The findings revealed that young people are interested in the name "technology" and make absolute use of the technology without any hindrance. The same study also revealed that these young people started using computers right from their childhood and this has a positive influence towards their level of the older generation who schooled and obtained their academic qualifications without sighting a personal computer (PC). Some of these do occupy key positions in administration and find it very difficult to think even an innovative way of doing things.

METHODOLOGY

The descriptive survey research design was used for this study using questionnaire as an instrument for data collection. The questionnaire was titled Gender Influence on the Use of Information and Communication Technology by Lecturers Questionnaire (GIUICTLQ). The population of the study is 162. No sample size was drawn from the population. This is because the population of the study is small and accessible. The census method was used to ensure that opinions of all the lecturers were captured for the study.

Analysis

A total of one hundred and sixty two (162) copies of the questionnaire were distributed to lecturers. Out of these, one hundred and forty five (145) copies representing (89.5%) were duly completed and returned for analysis. Based on the significant mean value of 2.7 as shown on the Table, my gender makes me appreciate the use of ICT (x= 3.0). However, my gender gives me courage to use ICT; my gender gives me opportunity to seek resources in ICT; I avoid using ICT because of my behavioural culture and religious and my gender gives me opportunity to secure space in the ICT library. All these have mean value less than the significant value of 2.7. Evidence from the table indicates that gender is a determinant factor on the use of ICT by lecturers.

Research Question: To what extent does gender influence lecturers and their use of ICT in library schools in South-East and South–South zones of Nigeria? **Responses on influence of gender of lecturers and their use of ICT**

S/N	Gender of Lecturers and Use of ICT	SA	A	D	SD	Mean	Result
A	My gender makes me appreciate the use of ICT	67	34	32	12	3.0	Significant
B	My gender gives me courage to use ICT	24	58	40	23	2.6	Not Significant
C	My gender gives me opportunity to seek resources in ICT	42	34	36	33	2.6	Not Significant
D	I avoid using ICT because of my behavioural culture and religious	36	33	44	32	2.5	Not Significant
E	It helps me to know library rules and regulations	44	23	52	26	2.6	Not Significant
	Significant mean value					**2.7**	

FINDINGS

The findings are in lines with earlier studies by Koohang(2016) that there is no significant difference between gender of lecturers and their use of ICT. This is supported by Poopola (2012) who also reported a correlation between gender and level of computer anxiety. The result of this empirical study clearly showed that there is no significant difference between males and females in their use of ICT. The significance of the result is in agreement with the response as indicated on Table that both male and female lecturers are more anxious, and do not avoid using ICT. The Table also showed that both males and females are easily excited, motivated and enjoy using ICT. This may be for their teaching, learning and research activities. The result contradicts Edem (2014) that males were found to be more productive using ICT than females counterparts in academic publications. This result also contradicts Drup(2015) who found that males used ICT more than females. To him the factors that affect females' use of ICT include cultural practices and socialization.

CONCLUSION AND RECOMMENDATION

Conclusively, this study obtained that in considering ICT use by lectures, gender is a factor. Female lecturers in the institutions of higher learning should be encouraged to embrace the use of ICT like their male counterparts. Seminars and workshops on ICT should be organized for both male and female lecturers. This will help to expose them more to the potentials which ICT offers in the field of academics and through this way arouse their interest more towards the use of ICT.

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Full Length Research

IMPACT OF PERSONAL REMITTANCES RECEIVED ON ECONOMIC GROWTH IN THE GAMBIA

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This paper adopt the error correction model technique (VECM) to establish the long run and short run relationship between personal received and economic growth in the Gambia during the period 2003 to 2017. In testing for the unit root test properties of time series data, all variables are found to be stationary at first differencing level under the Augmented Dickey Fuller test (ADF). The results of VECM demonstrate the existence of a positive and significant relationship between personal remittances received and economic growth both in the long run and short run. Personal remittances received act as a great source of foreign exchange currency and also help in reducing the level of poverty in the developing countries. Total exports have a positive and significant impact on economic growth in the long run but not in the short run. Total imports have a negative and significant impact on economic growth in the long run but in short run. We recommend that the government should encourage the people who received remittances to invest their money in business and also agriculture especially in poultry and agrobase processing. It is also recommended that the government should create more employment opportunities to minimize the number of our able young men and women migrating to overseas in search for a better living standard.

INTRODUCTION

Migration, which is the movement of people from their place of origin to places, has assumed a phenomenal dimension in the world in the last decades. This was due to a declined in economic growth caused by decline in agriculture output, increase in unemployment rate, persistent increase poverty level and unfavourable political atmosphere presented with detain and torture.

In the past 6 to 8 years, there has been an unprecedented increased in emigration to Europe and Middle East by the African youths in search for better standard of living. The increase in migration of African youths to Europe was highly encourage by the discovery of the new rout to Europe across the Ocean in Libya caused by the Libyan civil war after the fall of Mahmud Gadhafi.

These emigrants remit or send a portion of their earnings to their families and love ones back home. Their families and love ones use these remittances to finance their expenses in the area of education, buying and building houses, medical, and establish small micro-enterprises both in the urban and rural area.

Remittances are now the key main sources of capital inflow for investment globally especially in the developing countries. The high growing of remittances inflow to the country of origin in the last decades exceeds Official Development Assistant, Official Aid and Foreign Direct Investment (FDI) to developing countries. These have received

great attention among Scholars and policy makers.

More than 200 million migrants are now supporting an estimated of 800 million family members globally. It was projected that in 2017, one-in-seven in the world will be involve either in sending or receiving more than USS 450 billion in remittance. Migration flows and the remittances that migrants send home are having large-scale impacts on the global economy and political landscape according to International Fund for Agricultural Development report 2016.

According to World Bank report 2018, overall remittances grew 10% to US$689 billion including US$528 billion to developing countries. Overall remittance is expected to grow 3.7% to US$715 billion in 2019, including US$590 billion to developing countries. The top remittances recipient countries are India US$ 80 billion, China US$67.4 billion, Philippines and Mexico each US$33.5billion, Egypt US$25.7billion, Nigeria US$ 25.1 billion, Pakistan US$ 20.9 billion, Ukraine US$ 16.5 billion, Bangladesh US$ 15.9 billion, and Vietnam US $ 15.9 billion.

India being the world leading receiver of remittances claimed more than 12% of the world's remittances. As indicated above, remittances to India stood at US$80 billion in 2018, accounting for over 2.8% of the country's GDP. (Encyclopaedia)

Remittances have played an important positive role in the growth of many developing countries, considering the great number of their citizens living in foreign countries. In the event of crisis, remittances stand as the pillar for these countries. They are considered as the primary income for many families in countries under development.

In Africa, remittances play an important role in the reduction of poverty level, by increasing household income of the families of emigrants. Increase in household income, encourages consumer spending, accumulation of assets, promotion of self-employment, and investment in small micro enterprises. At macroeconomic level, remittance facilitates the economic growth by improving the labour productivity through investment in human capital, and investment gross capital formation.

However, data on remittances are under estimated as many emigrants relied on informal channels to send money back home to their families and love ones. Migrants from Africa today are approximately 20 to 30 million adults, who send around US$40 billion annually. For the region as whole, this represents 50% more than the net official assistant (ODA), for most countries, the amount also exceeds foreign direct investment.

According to African Economic Outlook 2017, migrant remittances remain the major and stable source of external finance for Africa. Remittance flows have growing substantially over the last five years, accounting for 51% of the private in flows in 2016 compared to 42% in 2010. (OUTLOOK, 2017)

Over the past decades remittance to and within African have grown by 26% closed to the migration growth pace (29%). Out of 60.5 billion received in 2016, closed 80% of remittance went to five countries: Nigeria (USS 19 billion), Egypt (16.6 billion), Morocco (7 billion), Algeria and Ghana (USS 2 billion) each. Officially recorded remittance flows to Africa according to World Bank had increased from US$9.1 billion in 1990 to nearly US$40 billion in 2010. In relative term, The Gambia and Liberia top the list of remittance receiving countries in Africa and among the top ten in world ranking as a share of their GDP in 2016 (see figure 1).(News, October 18, 2017)

Remittances in The Gambia: In 2016, The Gambian emigrants residing in the Diaspora remitted US$181 million to their families and love in the Gambia. These remittances contributed up to22 per cent of The Gambia's 2016 gross domestic product (GDP) (News, October 18, 2017). The Gambia, like other African countries, relies heavily on external funding for development. However, foreign direct investments and official development aid have been declining over the past years, according to the African Development Bank (AFDB). In the past 7 years both gross domestic product and remittances inflow into the Gambia have been positive and upward trending. Between the years 2010 to 2011, both remittances and gross domestic product fall. This was caused by the global economic crisis felled by the political instability in the Middle East and Northern Africa especially the beginning of Libyan uprising. (See figure1 and 2a&2b)

The remittances received contribute in the stability of the Gambian economy by acting as one of the greatest sources of foreign currency used for imports. In the Gambia almost everything utilized is imported. In order to import, the Gambian importers or the government of The Gambia needs foreign currency. The Gambia's only sources of foreign currencies before, were from foreign direct investment, official development assistant, official aid, exports of primary agricultural products such as ground nuts, cottons, animal skins, etc., receives from tourist which are unreliable due to high terror treats from around the world. Total exports have been fluctuating a lot in the past years as a result of drought experience in the raining season; because of almost the farmers depend on rainfall 100% for farming and also the emigration of the able young men to the developed world. This caused shortage of foreign currency for imports leading to higher prices of basic food items. But with the high increase of the Personal remittances inflow, the shortage of foreign currency has been minimized and the prices of the basic items have also been stabilized. (see Figure 3)

Like other developing countries, remittances in The Gambia are received in two channels, which are the formal and the informal channels. Remittances sent through the formal channels are sent through the money transfer companies such as money Grams, Western Union, and Ria etc. partnering with the commercial banks. These commercial banks have agents from all corners of the country.
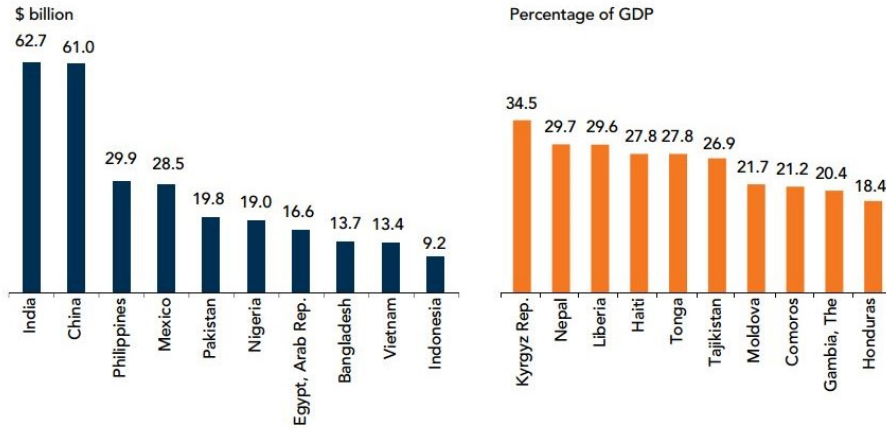
Figure 1. Top Remittance Receivers in 2016
Sources: International Monetary Fund; World Bank World Development Indicators;
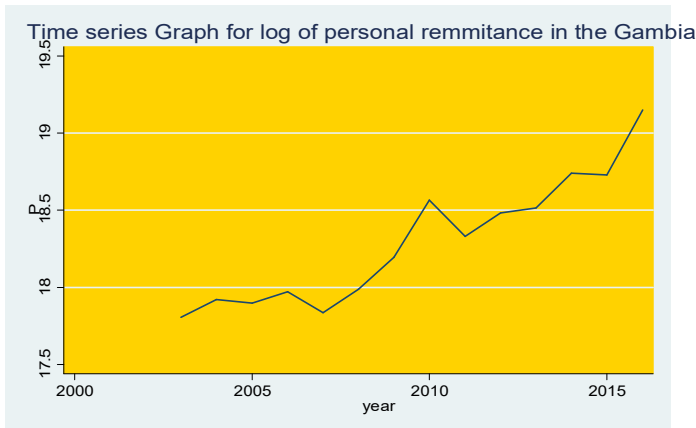staff estimates.

Figure 2a.
Sources: Authors' computation by usine STATA 13.

Figure 2b. Time Series Graph of GDP of the Gambia
Sources: Authors' computation by using STATA 13.
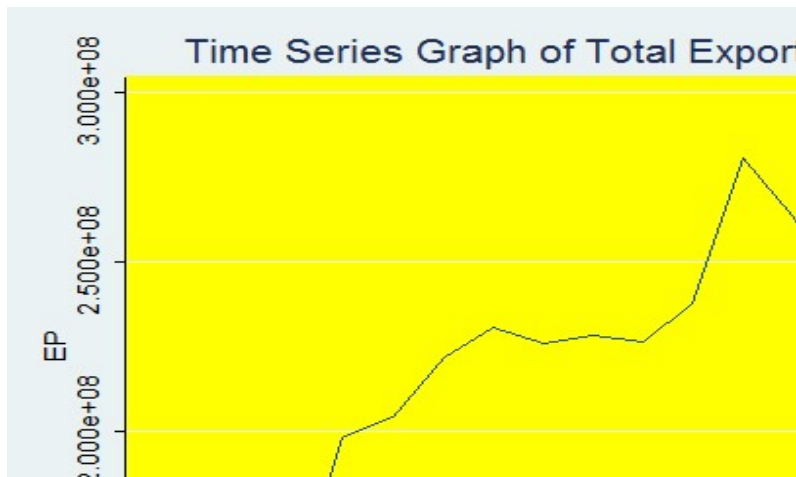
Figure 3. Total Exports in the Gambia
Sources: Authors' computation by usine STATA 13.

These help facilitate the distribution of remittances received by these commercial banks to the families of the emigrants. Data on remittances received through formal channels are record by the commercial banks and later hand over to the Central Bank on weekly or monthly basis. The remittance sent through the informal channels is usually sent to the local agents in the Gambia and they are not capture or recorded, since they are difficult to trace and are never reported.

Major part of remittances received in the Gambia are used for household consumption and only a smaller percentage of it is invest in business as shown by the survey results in section3.

However, development experts believe remittance inflows can help reduce poverty and increases economic growth.

There have been many empirical papers written on the impact of remittances on economic growth in many African countries. But we are yet to find a paper written on the impact of remittance on economic growth in the context of The Gambian economy. Therefore the main objective of this paper is to determine the impact of remittances on economic growth in Gambia.

The next sections of this paper are as follows: section 2.Literature review, 3. Survey Results, section 4. Methodology and the econometrics model, section 5.Regression and analysis, and section .6.Conclusion and Recommendation and section.7. Reference

LITERATURE REVIEW

Theoretical Review

Definition of Remittances: Remittances are financial resources flow from cross-border movement of nationals of a country. The narrowest definition is ''unrequited transfers'' refers primarily to money sent by migrants to family and friends on which there are no claims. (Kapur, April 2004)

In recent years, the world has experience enormous amount of migration to the west all in the name of searching for the greener pasture. These migrants remit or send a portion of their earnings to their families and love ones back home. Their families and love ones use these remittances to finance their expenses in the area of education, buying and building houses, medical, and also establish small micro-enterprises both in the urban and rural area.

The impact of remittances on the country's economic growth, depend on the development of country's financial system and financial market; as well as on the specific economic condition. Remittances promote additional expenditures in the country, and this influences the opportunity to investment. Remittances are a source of foreign currency, encouraging higher saving and economic growth. If remittances create a higher demand the country is unable to meet, they also increase imports, which create a variety of goods and services. In this case it worsens the prosperity of households that do not received remittances.

There are two contrasting views regarding the effects of international remittance on the economy of the labour sending country, the optimistic view and pessimistic view. The first one views remittance as a mechanism for economic development while the other one perceives remittances as an "illness" that weakens the economy (Cattaneo, 2008). According to Capistrano and sta Maria (2007), the beneficial and detrimental effects of migration and overseas remittances can be classified using three perspectives, at macro or national level, at community level and at the household level. At national level, one of the most significant benefits of the inflows of remittances

to a country is that, it increases the foreign exchange earnings of the labour exporting country (Ratha, 2003, pernia, 2006).

One of the relationships between economic growth and diaspora remittances is that remittances are cash inflows that increase the foreign reserves of a country considerably. Remittances spent by any given recipient can create multiplier effects for national economics: i.e. every remittance dollar spent in local markets creates demand for services and products as well as the jobs required to provide them, thus contributing to overall economic growth.

According to Hason and woodruff (2003) and Cox-Edwards and ureta (2003) have found evidence for "forward" linkages between remittances and human capital formation in Latin America.

Remittances recipient's experiences direct benefits such as reduced expenditure constraints through income augmentation. This additional income expands recipient household's options for consumption, reducing poverty and improving standards of living.

Remittances also reduce poverty in the recipient economy since it augment the income of the recipient household and it provides resources for poor households, which in turn affect their welfare and poverty level through indirect multiplier effects.

Remittances can improve a country's creditworthiness and there by enhance its access to international markets for financing infrastructure and other development projects.

Empirical Review

(Dietmar Meyer, Adela Shera, 2016) Study Impact of Remittances on Economic Growth using panel data set of six high remittances receiving countries, Albania, Bulgaria, Macedonia, Moldova, Romania and Bosnia Herzegovina during the period 1999–2013. Their results showed that remittances have a positive impact economic growth. And that this impact increases at higher levels of remittances relative to GDP.

(Kristina Matuzeviciute and Mindaugas Butkus, 2016) Study the impact of remittances on long-run economic growth. Using an unbalanced panel data covering a sample of 116 countries with different development levels over the period 1990–2014, they studied the interaction between remittances and the level of economic development, as well as its impact on long-run economic growth—because the impact of remittances could be influenced by the development level of the receiving countries. They found out that remittances generally have positive impact long run economic growth, but the impact differ base on the country's development level, and the volumes of remittances received by the country.

(Adela Shera / Dietmar Meyer, (2013))The result showed that remittances have positive and statistical effect on the GDP per-capital of these countries. According to their finding, a 1% increase in the remittances of an Albanian economy would result in about 0.14% increase in the average per capital income. Similarly, a 1% increase in investment in human capital as measured by the percentage of secondary school enrolment increases GDP per capital by 0.64%.

(Khathlan, 2013) Study the Link between Remittances and Economic Growth in Pakistan: A Boon to Economic Stability. He used the Auto-regressive Distributed Lag model (ARDL) and Error Correction Model (ECM) to test for the long run and short relationship between variables. The result of his findings revealed existence of a positive and significant relationship between Remittances and foreign direct investment on economic growth both in the long run and short run. He also states that remittances act as an important source of foreign capital (Samer Abdelhadi & Ala' Bashayreh, 2017) Study Remittances and Economic Growth nexus: evidence from Jordan. Applying the co-integration test and the Error Correction Model, their results revealed that there is a stable longrun relationship between GDP per capita and remittances in Jordan as well as in the short run. As a result, the study confirms the positive significant effect of remittances on economic growth. In other words, remittances of Jordanians enhancing economic growth for local Jordanians which improve standards of living and participate in reducing level and depth of poverty in Jordan. The study recommends cutting fees on remittances transfers andto direct Jordanians to invest remittances in productive projects in order to achieve high economic growth, increase employment, and eventually improve the standard level of living.(Umaima Arif, Abdul Quayyum, Muhamed Javid, January 2008) They study the impact of remittances on economic growth and poverty in Pakistan. Their result showed that in the long run remittances and GDP are positively related, but negatively related in the short run. However the magnitude of the variables is small. Their finding also showed that remittances and economic growth are positive and significant.

(John C. Anyanwo, Andrew E. Oerhijakpo, winter 2008 to summer 2009) They study the International Remittances and Economic Growth in Africa. They found out that international remittances have a strong/statistical significant impact on increasing economic growth in Africa. Government consumption and population growth rate strongly reduce the economic growth, whereas human capital increase the economic growth.

(B. Fayissa, C. Nsiah, Feb. 2008) Study the Impact of Remittances on Economic Growth and Development in Africa.

The result showed that boost economic growth in countries in countries where financial systems are less developed by providing an alternative way to finance investment and helping overcome liquidity constraints. They also showed that remittance positively impact economic growth in African countries. They found that a 10% increase in remittances lead to 0.3% increase the GDP per capital income.
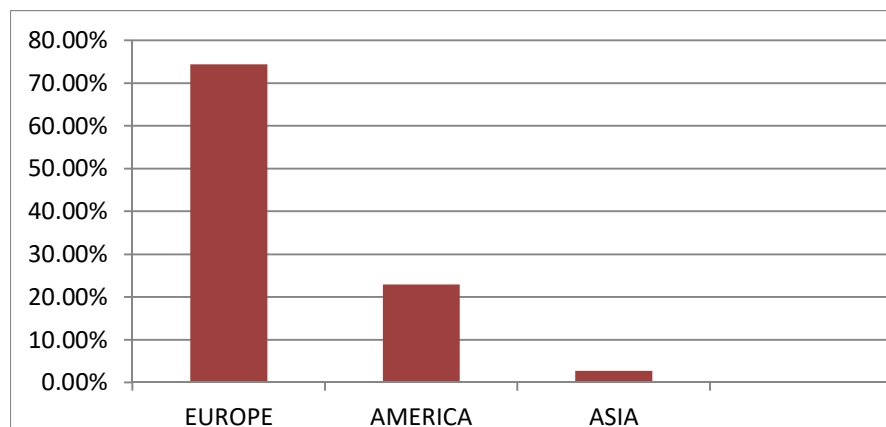
Figure 4. Percentage of Familyis/Relatives in abroad and Locations
Sources: Author Computation from Micro of Excel

(Abdulaev, May, 2011)Study the Impact of Remittances on Economic Growth in selected Asian countries and former Soviet Union Countries. The results of his empirical regression analysis indicate that remittances have positive impact on the per capital income growth of 10 countries. The result also states that remittance have no impact on physical capital accumulation but have positive impact on human capital accumulation and economic growth in these countries.

(Tassew Dufera Tolcha, and Dr. P. Nandeeswar Rao, 2016) Study The Impact of Remittances on Economic Growth in Ethiopia. Given such important literature their study was undertaken to add on existing literatureby assessing the impact of remittances on Ethiopian economic growth over the period 1981 – 2012.ARDL model was used for time series estimation. An empirical result from the study reveals that there isa short run significant impact of remittances on economic growth while it affect the economy negatively in the long run.

(Shapan Chandra Majumder and Zhang Donghui, 2016) We adopted Auto regressive Distributed Lag (ARDL) models or dynamic linear regressions which are widely used to examine the relationship between remittances and economic growth in a country. In testing for the unit root properties of the time series data, all variables were found stationary at first difference level under the ADF and PP stationary tests. The result of their finding revealed that there exist a statistically significant long run positive relationship between remittance and economic growth of gross domestic product in Bangladesh.

SURVEY RESULTS

FAMILIES/RELATIVES IN ADROAD AND LOCATION

The results show that 74.4% of the survey sample has their family is/relatives living in Europe. Nearly one quarter have family is/relatives in United States of America, while 2.7% have family is/relatives living in Asia. Nearly three-quarter of those family is/relatives residing in Europe are living in Italy and Germany. The high number Gambians presence in Italy and Germany is as a result of the recent illegal migration through the back way. (Figure 4)

SAMPLE PROFILE

The table 1 showed that out of the survey sample, 55.5% of the household interviewed are working. Whiles 45.5% are not working. Majority of the remittances receivers in the rural area working are seasonal farmers and gardeners in their 50s and 60s. Most of the women grow vegetables in their gardens located in the ''FAROS'', whereas the men who are the farmers depend heavily on rainfall for farming. Places like Badibu Kerewan, there are no youths to be found, because almost 90% of the youths from that end have embarked on a dangerous journey (back way) to Europe in search for a better living standard. The only people spotted both in the street and compounds during the survey, were the old men and women.

Table 1. Sample Profile

GENDER	NUMBER	PERCENTAGE%
MALE	84	42
FEMALE	116	58
WORKING		
YES	111	55.5%
NO	91	44.5%

LENGTH OF TIME MONEY IS RECEIVED FROM ABROAD

Almost halff of the Gambians who receive money from abroad are likely to receive money at least once every month, 46% of them. That is, over the last 12 months before the survey, 15.5% receive money once in every two or three months, 5% once every six months, 9.5% two or three times in a month. The other common time periods of receiving money, are two or three times in a year (13%), once in year (10%), and almost every week (1%). (see Figure 5)
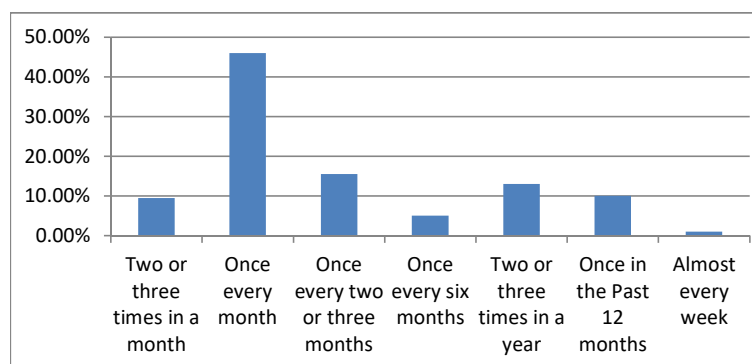
Figure 5. Frequency of receiving remittances
Sources: Author Computation from Microsoft Excel

AVERAGE AMOUNT OF MONEY TYPICALLY RECEIVED ON A SINGLE OCCASION

The money from overseas to familyis/relatives in the Gambia on a single occasion is not likely to exceed D 10000.00(US$204.08). The most common amount of money sent to relatives GMD 3000.00 received more than GMD 10000.00. (See Figure 6)
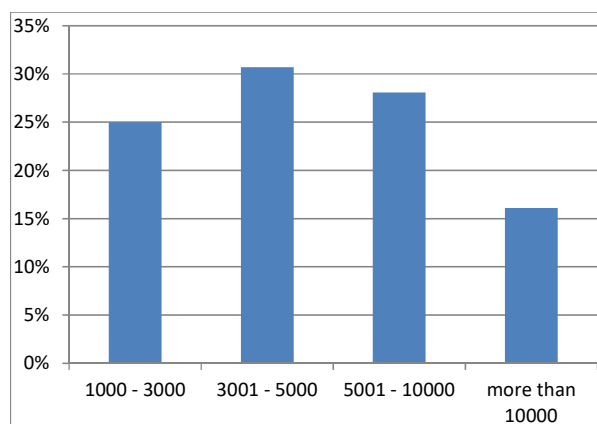
Figure 6. Average amount of money on a single occasion
Sources: Author Computation with Microsoft Excel

HOW IS MONEY FROM OVERSEAS TYPICALLY RECEIVED

Base on the survey results, we can say that approximately half of the Gambians who received money from abroad have the money brought by either a relative, family member or a friend that is 50% of the sample. 46% pick up the money directly from the bank or other financial institutions where as 3.1% say they picked their money from the post. (see Figure 7)
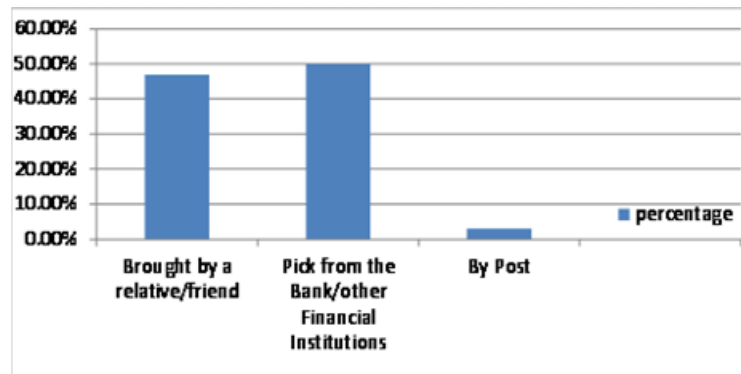
Figure 7. Percentage of how Money from Overseas is received
Sources: Author Computation with Microsoft Excel

Remittances Receivers With/Without Bank Account

Base on the survey we can say more than half of the Gambian people who received remittances do not have bank account – that is 52.1% of the survey sample. Only 46.9% have bank Account. In the rural area, more than 70% of the people who received remittances do not have bank account. The large number of people in the rural area without bank account is as result of unemployment and the absence of the financial institutions in the rural area. Since the remittances received are used mainly for household expenses such as food and school fees etc., majority of the remittances receiversare left with no surplus cash for savings. (see Figure 8)
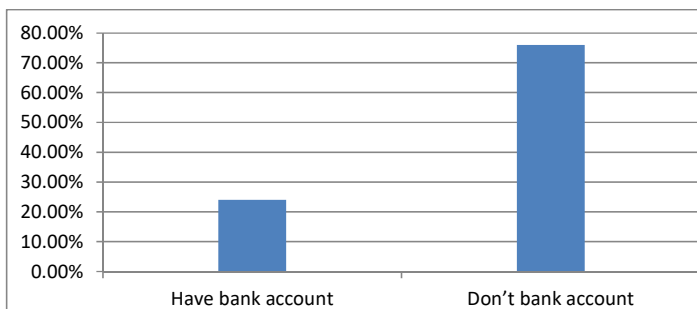
Figure 8. Remittances Receivers with/without bank Account
Sources: Author Computation with Microsoft Excel

Main Purposes for Which Remittances Received Are Use for

The money received from overseas is mostly spent on household expenses such as food, water and electricity. Almost 90% of the survey sample says they depend on remittances for their daily feeding. Whiles In the rural area, the entire hundred households interview said that they 100% depend on remittances for survival. They claimed that before they started receiving remittances, life was very hard for them but thanks to their families and relatives in abroad who send

them money, they no longer worry about whether a bag of rice would stand in their compound at the month. Since their families or relatives in overseas are the one in charge of that responsibility.

Base on the survey results we found out that almost 80% of the remittances received in the Gambia are used in the following areas feeding, education, entertainment, and religious festivals. 10% is used for buying and properties and construction of houses, 7% for savings and 4% is use invest in a business. The amount of money from overseas use for saving and investment is very small compared to food and education. This is because most of the money sent is purposely meant for consumption. There is zero percent on saving from remittances in the rural areas among the households interviewed during the survey. They claimed that they never experience any cash surplus from the remittances after all Household expenses are been met. The figure 9 showed how remittances are use in The Gambia.
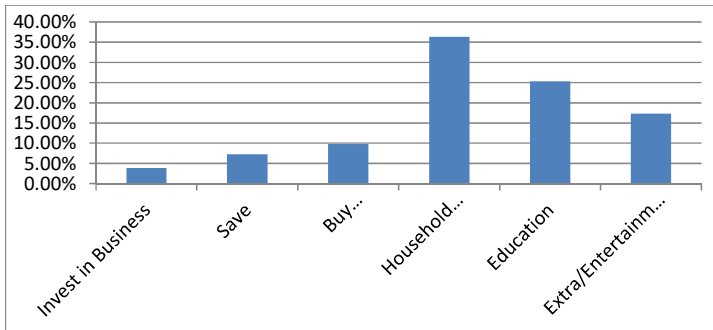
Figure 9. Main Uses of Remittances
Sources: Author Computation with Microsoft Excel

Number of Years They Have Been Receiving Money from Abroad

More than half of the survey sample said they have been receiving remittances for more than five years. 24% of them have been receiving remittances for a period of three to five years, 20% between one and three years and 3% said that they started receiving remittances less than a year as indicated in figure10

METHODOLOGYAND ECONOMETRICS MODEL

Data: This study analyses annual Time series data for, Personal Remittances Received, Total import, and Total export, and economic growth (gross domestic product) from 2003 to 2016. Data for all the variables were
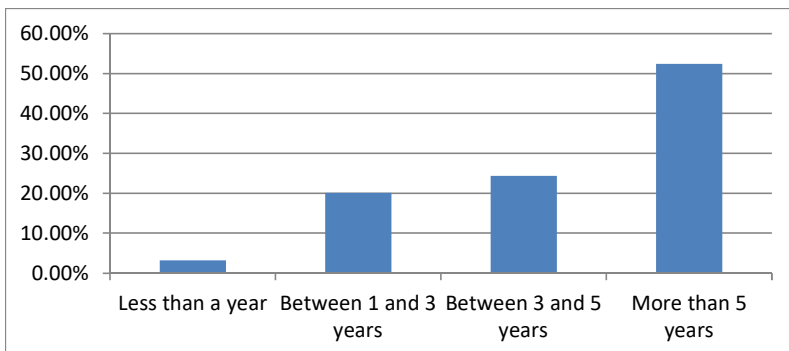
Figure 10. Number of years started receiving remittances
sources: Author computation

obtained from World Bank World Development Indicators website.

Model Specification and Operational Definitions of Variables: We began our study by modelling the relationship between economic growth and personal remittances received as follow:

Economic Model: $GDP = F(PREM, IMP, EXP)$ …………………………eq. (1)
Econometric Model: $GDP_t = \alpha_t + \beta_{t1}PREM_t + \beta_{t2}IMP_t + \beta_{t3}EXP_t + \varepsilon_t$........eq. (2)
GDP = Gross domestic product.
PREM = Personal remittances received
IMP = Total Import
EXP = Total Export.

Steps in estimating Econometrics Model

Stationary Problem

Unit Root Analysis: Most time series data is trended either upward or downward. This trend of data gives rise to stationary problem. Augmented Dickey Fuller (ADF) test is applied to examine this problem (M. Shafiq, I. Ul Haq, A. Khan and S. Khan, 2012).

Co-Integration: One of the statistical properties of time series data is co-integration, it is define as if each series share a stochastic drift then these series are co-integrated. This drift is because of behaviour as time series share a certain degree of long-term fluctuations. It is not necessary for co-integration that two or more time series are related or move together. . (M. Shafiq, I. Ul Haq, A. Khan and S. Khan, 2012)

Causality and Vector Error Correction Model (VECM): Granger causality theorem postulates that if two variables are integrated of same order then they must cause each other. This implies that first variable must granger caused second or second variable must Granger cause first. When co-integration is found among variables then

Table 2. Result of the Unit Root by (ADF)

Variables	Level (P-value)		First Difference (P-value)		5%CV-3.000
GDP			0.00000	(1)	-4.946**
PREM			0.0053	(1)	-3.627**
EXP	0.0153	(0)	0.0153	((1)	-4.689**
IMP	0.0001	(0)	0.0050	(1)	-3.348**

** indicates 5% significance level

Table 3. Results of Johansen Tests for the Number of Co-integrating Relationships

Maximum rank	Trace Statistic	5% Critical Values
0**	446.0884	47.21
1	43.8733	29.68
2	11.1852*	15.41

Table 4. Long Run Coefficients from the VECM Estimation

Variable	Coefficients	Standard Errors	Z	P-value
_ce1		-		-
CONS	26351.669			
PREM	-3.327906	0.3180816	-10.46	0.000 **
EXP	-8.815154	0.3876332	-22.74	0.000 **
IMP	.9838496	0.2641476	3.72	0.000 **

Vector Error Correction Model (VECM) is applied for causality. This model separates long and short-run parameters. According to the Granger Representation theorem, when variables are co-integrated of I (1), there must also be an Error Correction Model (ECM) that describes the short run dynamics or adjustments of the co-integrated variables towards their equilibrium values. The Error Correction Model Produce both the long run and short run coefficients by separating them.(M. Shafiq, I. Ul Haq, A. Khan and S. Khan, 2012).

VECM Models:

$$\Delta GDP_t = \sum_{i=0}^{p}(\alpha_{i1}\Delta GDP_{t-1}) + \sum_{i=0}^{q}(\beta_{i1}PREM_{t-1}) +$$
$$\sum_{i=0}^{q}(\gamma_{i1}\Delta EXP_{t-1}) + \sum_{i=0}^{q}(\Delta IMP_{t-1}\Delta) + a_1\hat{}E_{t-1} + \dot{\varepsilon}_{i1} \ ....eq. (3)$$

$$\Delta PREM_t = \sum_{i=0}^{p}(\alpha_{i2}\Delta GDP_{t-1}) + \sum_{i=0}^{q}(\beta_{i2}\Delta PREM_{t-1}) + \sum_{i=0}^{q}(\gamma_{i2}\Delta EXP_{t-1}) + \sum_{i=0}^{q}(\Delta IMP_{t-1}\Delta) + a_2\hat{}E_{t-1} + \dot{\varepsilon}_{i2} ...eq. (4)$$

$$\Delta EXP_t = \sum_{i=0}^{p}(\alpha_{i3}\Delta GDP_{t-1}) + \sum_{i=0}^{q}(\beta_{i3}\Delta PREM_{t-1}) + \sum_{i=0}^{q}(\gamma_{i3}\Delta EXP_{t-1})$$
$$+ \sum_{i=0}^{q}(\Delta IMP_{t-1}) + a_3\hat{}E_{t-1} + \dot{\varepsilon}_{i3} ....eq. (5)$$

$$\Delta IMP_t = \sum_{i=0}^{p}(\alpha_{i4}\Delta GDP_{t-1}) + \sum_{i=0}^{q}(\beta_{i4}\Delta PREM_{t-1}) +$$
$$\sum_{i=0}^{q}(\gamma_{i4}\Delta EXP_{t-1}) + \sum_{i=0}^{q}(\Delta IMP_{t-1}\Delta) + a_4\hat{}E_{t-1} + \dot{\varepsilon}_{i4} ...eq. (6)$$

RESULTS AND ANALYSIS

Unit Root Test: the Problem of stationary is detected through Augmented Dickey Fuller test. The results of Dickey Fuller test are shown in the table 2. It is evident from the table 2 that the variables GDP and PREM are not stationary at level but became stationary after the first difference was taken. The variables such EXP and IMP are stationary both in the level and in the first difference. C (0) indicates integration at level and C1) indicates integration after first difference.

Johansen Co-Integration Test: When Johansen co-integration test was applied to test for co-integration, we found out that all the series are integrated because the trace statistics of rank (0) are greater than the critical values 5% significant level. Thus this shows that a long run relationship exists among the variables (see table 3).

RESULT FROM ERROR CORRECTION ESTIMATION

After finding that all variables co-integration, it is better to apply VECM for multivariable regression, to capture the short run as well as long run relationship between the dependent variable and independent variables. The error correction term shows how much disequilibrium will be adjusted in each equation. Table 4 shows that, in long run both total export and personal remittances received have positive impact on economic growth whereas total import has a negative impact on economic growth. The long run coefficient of personal remittances received tells that if there is one unit increase in personal remittances received, economic growth will increase by 3.3 units. Similarly, the coefficient of total export tells that one unit increase in total export, economic growth will increase by 8.8 units. Whereas one unit increase total import, economic growth will decrease by 0.98 units. All variables are significant at 5% level.

DIAGONASTIC TEST

Table 5. Serial Correlation

Test	P-value
Serial Correlation	0.9540

HO: No Serial Correlation,
H1: Serial Correlation
Interpretation: since the P-value is greater than critical Value at 5% significance level, therefore we fail to reject the null hypothesis, that there is no Serial correlation among variables.

Table 6. Heteroskedasticity

Test	P-value
Heteroskedasticity	0.3725

HO: Constant variance,

Interpretation: Since the P-value is greater than the critical value at 5% significant level, then we fail to reject the null hypothesis which states that there is constant variance.

Table 7. Specification

Test	P-value
Specification	0.9540

HO: model has no omitted variables
Interpretation: Since the P-value is greater than the critical value at 5% significant level, therefore we fail to reject the null hypothesis which states that the model is correctly specified

CONCLUSION AND RECOMMENDATION

Remittance is among the hottest topics in the world today which needs special attention especially in The Gambia. The main aim of this study was to examine impact of personal remittances received on economic growth both in short and the long run. Annual time series data from 2003 to 2016 was used. Augmented Dickey Fuller (ADF) test was applied to check stationary problem. Johansen co-integration test showed that there are two (2) systems of co-integrated equations. Result of VECM revealed that personal remittances received have a positive and significant relationship with economic growth both in the long run and short run. Total exports have a positive and significant relationship with economic growth both in the long run and short run. Total imports have a negative and significant relationship with economic growth in the long run. But there was no the short run relationship found between total imports and total exports on economic growth.

Therefore we conclude that remittances as the main variable of study have a positive and significant relationship with economic growth both in the long run and the short run.

We recommend that the government should encourage the people who received remittances to invest their money in business and also agriculture especially in poultry and agrobase processing. It is also recommended that the government should create more employment opportunities to minimize the number of our able young men and women migrating to overseas in search for a better living standard. If higher youth employment is realized in the Gambia, the high dependence on remittance for household expense will reduce and that will encourage remittances receivers toinvest the money received in business and also to save for the future at old age.

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Full Length Research

Marketing Information in Academic Information Centers

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This research effort was directed towards application of marketing concept in non-profit organizations, with specific attention to academic information centers. The study elaborates the meaning and development stages of the marketing concept in business organizations. Also, it investigated the processes of adopting and implementing the marketing concept in organizations generally and its application to academic information centers. The problems associated with adoption and implementation of the marketing concept in organizations and academic information centers was included. However, the study discovered that marketing behavior is inherent in both profit and non-profit organizations, particularly, in academic information centers. The researchers concluded the investigation by proposing some recommendations for the full introduction of the marketing concept for the effective operations of the academic information centers.

Keyword: Information Science, Market, Marketing Concept, Information Product, Information Resources, Information Centre.

INTRODUCTION

Technological developments are changing the nature of the information marketplace in which information centers operate (Rowley, 2001). In the face of rapid change, stakeholders and players in that marketplace (public, academic and workplace information centers need to form new strategic alliances, evolve new products, rethink their services, and in general, manage changing relationships between suppliers and customers. If organizations in the information marketplace are to survive and flourish, they need to be confident about their mission and role, and to be continually alert to technological, economic, political and social factors that are reshaping the context in which they seek to serve users, contribute to communities, to attract and retain customers, and establish and maintain relationships with other organizations. In such an environment, suppliers (information centers) need to employ the full armory of marketing concept. Information centers are involved in marketing whether or not they are conscious of it (Kotler, 2005). They are involved in various markets and use certain operating principles in dealing with each market. Information centers operate in students,staff, researchers and board of directors (parent-body) and the general public markets. Now the issue is not should or should not information centers get involved in marketing, but rather how aggressive they should be at it.

At the heart of marketing practice and theory is the 'marketing concept'. An organization that embraces the marketing concept tries to provide products that satisfy customer needs through a coordinated set of activities that also allow the organization to achieve its goals. Dibb*et al.,*(2004) argues that customer satisfaction is the major aim of the

marketing concept. The marketing concept should affect all areas and activities of the organization and not just promotional activities. Marketing needs to permeate the organization, it should influence operational, tactical and strategic decision-making and actions.

Information

Giving satisfactory definition of the concept "information" is difficulty as it has been viewed from several perspectives. However, three meanings of information are distinguished: Information as a process, information as knowledge and information as a thing. The researchers viewed information as-a-process of informing, communicating of the knowledge or news of some fact or occurrence, the action of telling or fact of being told of something. Information-as-knowledge is the knowledge communicated concerning some particular fact, subject, or event. While information-as-a-thing refers to objects, such as data and   documents which have the quality of impacting knowledge or communicating something instructive. A layman's definition of information is any intelligent data that has been   organized into a meaningful form to facilitate decision making. Buckland (2008) advance that information could be intangible and tangible, and gave data, text, documents, object events as examples of the later. The term information had also emerged as a vital resource for organizational decision-making process. Without information organizations can-not survive the "information" in which we exist.

Information Centre

An information center is a purposeful coalescence of people, information resources, and facilities for the management and dissemination of information to users. It is a system that acquires, processes, stores and provides access to information resources. Information centers are custodians of a nation's cultural heritage. Information centers have the sole responsibility to manage and see to the utilization of information in any society. The proper management and utilization of information by the citizens, organizations and government of a nation accounts for its development.

Market

The term market to a layman may mean a specific place where products are displayed and purchased. In business, market is viewed differently. Kotler (2005) defines market as a distinct group of people and/or organizations that have resources which they want to exchange, or might conceivably exchange for distinct benefit. The word market is related to the word public. A public is any group that has an actual or potential interest or impact on an organization.

Marketing

Organizations in the information marketplace have a wide range of prior levels of experience with marketing. Marketing is an interpersonal or inter-organizational relationship involving an exchange (a transaction) Stanton (2002). The Chartered Institute of Marketing view marketing as the management process which identifies anticipates and supplies customer requirements efficiently and profitably. Marketing is a human activity geared towards the deliberate identification of definite needs and creating products to satisfy those needs through an exchange process. It should be noted that both profit-making and non-profit organizations are involved in marketing at one level or the other.

Marketing Concept

Marketing concept is the 'heart' of all marketing planning and practice. It is the philosophy or belief of marketing actions and activities. The father of marketing, Kotler (2005), defines marketing concept as consumers' needs orientation backed by integrated marketing aimed at generating consumer satisfaction as the key to achieving organizational goals. It is the belief of marketing that assumes that all organizational planning and operations should be customer-oriented. The satisfaction of the customers' needs and expectations by an organization while achieving its goals is the justification for its survival and continual existence in its marketplace

STATEMENT OF THE PROBLEM

In a write-up titled 'user-focus in the academic library' by Reg Carr (2001) observes that users have not always been at the center of the practitioner's professional attention. It was not until 1980s that the 'customer-oriented' ethos of the

services industries really made serious in-roads into the traditional information centers. Until then, the emphasis in those more 'traditional information centers tended to be placed more overtly on collections (rather than on ease of use), and on rules and regulations (rather than on what users wanted). Although the world is changing, but 'old habits die hard', and even now most information workers mistakenly think that their centers exist primarily to provide them with employment, rather than first and foremost to serve their users. In support of the aforementioned, Kotler (2005) said that non-profit organizations, in particular, academic information centers, are facing marketing problem of not being able to maintain demand for their services. Reg Carr (2001) confirms this view when he assert that with the advent of electronic resources and its consequential changes in the information seeking habits and expectations of students and scholars generally, is gravely impacting on the traditional information centers.

This marketing problems is not experienced only in the developed world but also in the developing countries, specifically, Nigeria. It was confirmed by Affia (2003) as he rightly mentioned that 'from the annual reports of some university libraries, increase in the volumes and titles assembled does not have a corresponding increase in use even when membership of staff and students is on the increase'. Also from the researchers' observation, we discovered that students, scholars and researchers consult the internet first when seeking for information, especially current information.

While some, at least, saw the development of a global electronic access to information as a threat to the very future of the physical information centers, others rightly saw it as an opportunity to rethink, and to fashion their information services according to what their users needed in what had become, for the first time, a fast-changing information environment. This is, certainly, an ugly situation for our academic information centers, tertiary institutions and educational sector in general. Could it be that academic information center do not adopt marketing concept in their operations. This work is aimed at providing the necessary framework for the adoption and implementation of marketing concept in academic information system. The thoughtful and aggressive utilization of the marketing concept will enhance the process of rethinking information services in the "Google generation". The purpose of this research is:

   To examine if information centers adopt marketing concepts.
   To examine if information centers implement marking concepts
   To examine the problems information centers encounter in adopting and implementing marking concepts

Marketing, far from being a management tool of exclusive interest to business establishments, has great relevance to the problems and challenges facing the nonprofit organizations, particularly, academic information centers (Rowley, 2001). Academic information centers are invariably involved in marketing, whether or not they are conscious of it or not much is devoted to marketing of services in available literature on marketing. However, the researcher will endeavor to review the subject of marketing concept from the perspective of non-profit organization bearing in mind that the basic concepts of the marketing discipline are the same for profit and non-profit organization. The purpose of this work is to review the marketing concept as applicable to non-profit organizations topically under the following headings: historical development of marketing and the marketing concept, meaning of marketing concept, adoption and implementation of marketing concept in organization (generally), problems inimplementing marketing concept in organizations (generally), marketing concept in academic information centers, adoption and implementation of marketing concept in academic information centers, and problems in implementing marketing concept in academic information centers.

Historical Development of Marketing

Marketing develops as a society and economy develop. The need for marketing arises and grows as society moves from an economy of agricultural and individual self-sufficiency to an economy built around division of labor, industrialization, and urbanization, (Stanton, 2004).In an agrarian or backwoods economy, the people are largely self-sufficient. They grow their own food, make their own clothes and build their own houses and tools. There is no marketing because there is no exchange. As time passes, however, the concept of division of labor begins to evolve. People concentrate on producing the items that they produce best. This results in their producing more than they need of some. Items and less than they need of others. Whenever people make more than they want or want more than they make the foundation is laid for trade, and trade (exchange) is the heart of marketing.

At first the exchange process is a simple one. The emphasis is largely on the production of basics, which usually are in short supply. Little or no attention is devoted to marketing, and exchanges are very local-among neighbors or perhaps among neighboring villages. In the next step in the evolution of marketing, small producers begin to manufacture their goods in larger quantities, in anticipation of future orders. Further division of labor occurs, and a type of business develops to help sell the increased output. This business, which acts as an intermediary between producers and consumers is called a middleman. To facilitate communication and buying and selling, the various interested parties tend to settle near each other. Trading centers are thus formed. Some nations are today going through these earlier stages of economic development.

Modern marketing in the US was born with the industrial revolution. Concurrent with, or as a by-product of the industrial revolution, there was a growth of urban centers and a decline in rural population. Home handicraft operations moved into factories, and people came to the cities to work in the factories. Marketing remained an infant during the last half of the 19th century and the first two decades of the 20th century. Emphasis was on the growth of manufacturing enterprises, because the market demand generally exceeded the available supply of products. Since about 1920, however, this situation has   been   reversed, and supply generally has exceeded demand. Thus the stage was set to shift the spotlight from production to marketing.

Present-Day Importance of Marketing

Today most nations-regardless of their degree of economic development or their political philosophy are recognizing the importance of marketing (Kotler, 2004). Economic growth in developing nations depends greatly upon those nations' ability to develop effective distribution systems to handle their raw materials, and upon their agricultural and industrial output. Even countries with some major state-owned industries (Great Britain, Sweden, and Italy) are looking to modern marketing practices as a way to improve their economic health. And communist countries (Russia and other Eastern European nations) are using advertising, pricing, and other marketing activities to improve their domestic distribution systems and to compete more effectively in international trade. Therefore marketing is being employed as a competitive tool in the international marketplace by nations.

Before dealing with marketing concept, which is the hub of this research, I feel it is necessary to familiarize ourselves with the terms market and marketing. This is obvious because without a market there would not be marketing neither can you talk of marketing concept. What then is "market".Kotler (2005) defined market as a distinct group of people and/or organizations that have resources which they want to exchange, or might conceivably exchange for distinct benefits. From the point of view of an organization, a market is a potential arena for the trading of resources for an organization to operate; it must acquire resources through trading other resources. The organization goes to the financial market to obtain capital, to the labor market to obtain employees, to the raw material market to obtain raw materials, to the construction market to obtain plant, to the buyer market to obtain customers, and so on. In each case, it must offer something to the market to receive in return the resources it seeks.

Marketing

The term marketing has been defined by several writers from various angles. Baker (2006) says, the enigma of marketing is that it is one of man's oldest activities and yet it is regarded as the most recent of the business disciplines. Therefore we shall consider a few of early and modern definitions of marketing.Kotler (2009), the acclaimed "father of marketing", views marketing as the set of human activities directed at facilitating and consummating exchanges. Kotler (2005) observes that marketing is the analysis, planning, implementation, and control of carefully formulated programs designed to bring about voluntary exchanges of values with target markets for the purpose of achieving organizational objectives.

Kotler (2004) also defines marketing as the human activity directed at satisfying needs and wants through an exchange process. In the same vein, Levitt (2003) advances that marketing is to create and keep a customer. As if Kotler (2004) wants to add to his earlier definitions of marketing, proposes that marketing is the business function that identifies current unfilled needs and wants, defines and measures their magnitude, determines which target markets the organization can best serve, and decides on appropriate products, services, and   programs to serve these marketing. Thus marketing serves as the link between a society's needs and its pattern of industrial response.Again, Kotler (2009) gives a recent definition of marketing as a social and managerial process by which individuals and groups obtain what they need and want through creating and exchanging products and value with others. The   Chartered Institute of Marketing (London) proposes that marketing is the management process responsible for identifying, anticipating and satisfying customer's requirements profitably. While the American Marketing Association opines that marketing is the process of planning and executing the conception, pricing, promotion and distribution of ideas, goods and services to create exchange and satisfy individual and organizational objectives.

These definitions embed a number of key aspects of marketing. Firstly, marketing is a 'business process', and as such needs to be executed, which requires time and resources. Secondly, marketing is about meeting customer requirements. Thirdly, marketing meets the organization's objectives by assisting the organization to fulfill customer requirements efficiently and profitably. Fourthly, marketing is an exchange process, which may be very straight-forward. Fifthly, marketing applies to ideas, goods and services, referred to by the generic term 'product'. Lastly, marketing means the selection of target markets rather than a quixotic attempt to win every market and be all things to all men.

Evolution of Marketing Concept

People have offered different speculations as to when some business firms started to apprehend the marketing concept. Peter Drucker (2003) thinks the marketing concept was first grasped in the 17th century and in Japan, not in the West. Marketing concept was invented in Japan around 1650 by the first member of the Mitsui family to settle in Tokyo as a merchant and to open what might be called the first department store. He anticipated by a full 250 years basic sears, Roebuck policies: to be the buyer for his customers, to design the right products for them, and to develop sources for their production, the principle of your money back and no questions asked, and the idea of offering a large assortment of products to his customers rather than focusing on a craft, a product category, or a process.

Drucker then suggests that marketing appeared in the West in the middle 19th century at the International Harvester Company, USA. The first man in the West to see marketing concept clearly as the unique and central function of the business enterprise, and creation of a customer as the specific job of management was Cyrus H. McCormick (1809-1884). The history books mention only that he invented a mechanical harvester. But he also invented the basic tools of modern marketing: market research and market analysis, the concept of market standing,   pricing policies, the service salesman, parts and service supply to the customer, and it credit.

Though the marketing concept was first grasped in the 17th century Japan, it was formerly formulated in the 1950s in the context business firms (Kotler 2005). Since then, it has gone through many expositions, refinements and extensions. Its applicability to all organizations (profit and nonprofit) is increasingly being recognized. The marketing concept was formulated as an alternative to previous and prevailing orientations of business. The modern organization has passed through a product orientation, production orientation, sales orientation, and most recently marketing orientation stages. Let us briefly examine each of these stages.

Product Quality Orientation

This refers to a business orientation where the focus is on quality of the product, and consumers are assumed to seek the highest level of quality for their money. Consequently, quality of product and not the customer's need-satisfaction determines the firms planning and activities.

Production Orientation

The business orientation here emphasizes on making products that are affordable and available, price is seen as differentiating factor between products, and customers are assumed to buy the cheapest product (Rowley, 2001). As a result, the production of products and making them available at cheap prices determines all company's planning and efforts.

Sales Orientation

The assumption is that consumers are reluctant to purchase, and therefore need encouragement, and products are pushed towards them through aggressive advertisement. Here the selling of the product is the main issue in the organization's agenda.

Marketing Orientation

In this stage, organizations embrace the idea of coordinated marketing management directed toward the twin goals of customer orientation and profitable sales volume. Attention is focused on marketing, rather than on selling. Also integrated marketing is introduced into each step of the company's operations. Marketing usually influence all short-term and long-term company polices.

Meaning of Marketing Concept

Marketing concept had been defined by several writers. Kotler (2005) observes that marketing concept is a consumers' needs orientation backed by integrated marketing aimed at generating consumer satisfaction as the key to satisfying organizational goals. Again Kotler(2004) proposes that marketing concept holds that the key to achieving organizational goals consists in determining the needs and wants of target markets and delivering the desired satisfactions more effectively and efficiently than competitors. Stanton (2004)view marketing concept as a philosophy of business that states that the customers' want satisfaction is the economic and social justification for a firm's existence.   Consequently,

all company activities must be devoted to finding out what the customers want and then satisfying those wants, while still making long run. The marketing concept is founded upon three solid pillars-consumer's need orientation, integrated marketing and consumer satisfaction. Let us explain briefly what these means.

Consumers' Orientation Needs

The marketing concept calls for a basic reorientation of the company from looking inward toward its products to looking outward toward the consumers' needs. In a competitive market according to Abdulsalamiand Abdulsalami(2013)selling focuses on the needs of the buyer. Selling is preoccupied with the seller's need to convert his product into cash, marketing with the idea of satisfying the needs of the customer by means of the product and the whole cluster of things associated with creating delivering and finally consuming it. The   call   for   a   consumer   orientation   has   been expressed in many different ways:

1.   We are not the boss, the consumer is
2.   What the consumer wants, the consumer gets.
3.   The customer is at the top of the organization chart.
4.   We prefer a franchise over a market to a franchise over a market to a franchise over a plant.
5.   Look at the company through the customer's eyes.

Consumers' needs orientation tends to remind organizations that instead of trying to market what is easiest for us to make, we must find out much more about what the consumer is willing to buy. in other words, we   must   apply   our creativeness more intelligently to people, and their wants and needs, rather than to products.

Integrated Marketing

The second pillar of the marketing concept is integrated marketing. Many organizations agree that a major purpose of an organization is to serve customers, but they fail nevertheless to take the necessary organizational steps to implement the marketing concept. Integrated marketing means that the various departments in the organization recognize that the actions they take, and not just the action of the sales and marketing personnel, have a profound effect on the organization's ability to create, retain, and satisfy customers. Some means must be developed to   coordinate the customer impacts of all the departments. This can be accomplished partly by educating other departments to "think customer" and partly by setting up liaison committees to solve interdepartmental coordination problems.

Consumer Satisfaction

The third pillar in the marketing concept is that the telling factor in the organization's long-run success is the amount of it generates in its customers and publics. To the extent that consumers are able to choose among sellers, they will give their greatest support and loyalty to the seller who gives them the most satisfaction. Therefore the seller must strive to help consumers solve their real problems in a better way than competitors.

Societal Marketing Concept

In recent years, some people have raised the question of whether the marketing concept is an appropriate organizational goal in an age of environmental deterioration, resource shortages, explosive population growth, worldwide inflation,   and neglected social services. The question is whether the firm that does an excellent job of sensing, serving, and satisfying individual consumer wants is necessarily acting in the best long-run interests of consumer and society. Kotler (2004) observes that marketing concept sidesteps the potential conflicts between consumer wants, consumer interests, and long-run societal welfare. As a result of several criticisms leveled against the marketing concept, there arose a call for a new concept to revise or replace the marketing concept. Among the proposals are 'the human concept', the 'intelligent consumption concept' and 'the ecological imperative concept', all of which get at different aspects of the same problem. The new concept proposed is being called "the societal marketing concept".

Kotler(2005) advances that the societal marketing concept is a consumers' needs orientation backed by integrated marketing aimed at generating consumer satisfaction and long-run consumer welfare as the key to satisfying organizational goals. As knowledge grows, Kotler (2004) submits that the societal marketing concept holds that the organizations task is to determine the needs, wants, and interest of target markets and to deliver the desired

satisfactions more effectively and efficiently than competitors in a way that preserves or enhances the consumers' and the society's well-being. The societal marketing concept calls upon organizations to considerations in setting their marketing policies, namely company profits, consumer want satisfaction, and society interests. Originally, companies based their marketing decisions largely on immediate profit calculations. Then they began to recognize the long-run importance of satisfying consumer wants, and this introduces the marketing concept. Now they are beginning to factor in society's interests in their decisions making.

Stanton (2004) comments that it is increasingly obvious that marketing executives must act in a socially responsible manner if they wish to succeed, or even survive. He further argues that this stage of the development   of marketing concept be tagged a "survival" stage or "human-orientation" period-a time a which there is growing concern for the management of human resources in marketing. There is a change in emphasis from materialism to humanism in our society. One mark of an affluent, economically well-developed society is a shift from consumption of products to consumption of services, and a shift in cultural emphasis from things to people. Marketing management (marketing concept in action) must be concerned with creating and delivering a better quality of life, rather than only a material standard of living. A good example that seriously caused agitations for a new concept (societal marketing concept) is illustrated in this statement 'the detergent industry catered to the American passion for whiter clothes by offering a product that polluted rivers and streams, killed fish, and injured recreational possibilities'.

Adoption of Marketing Concept in Organizations

Kotler (2005) proposes that adoption of the marketing concept otherwise called marketing orientation, amounts to a whole new attitude toward the organization's various markets (publics) and missions. It is the thoroughgoing adoption of this new orientation that produces the major benefits of better survival and growth for the organization and satisfaction for its customers. Stanton (2004) opines that the marketing concept calls for a management reorientation regarding what business an organization is in. Many organizations view marketing as essentially a tactical activity to help the organizations improve its effectiveness in attracting resources and customers, Kotler (2005). They think that this job is accomplished by adding a marketing director and a small staff who carry out the necessary planning and doing. Their thinking is that this staff can be added and be effective without making any changes in the rest of the organization. The organization continues to produce the same products and services same customers and the job of the marketing staff is to help promote or sell them.

Typically, when an executive is asked, "what business are you in?" the answer is, "we make this", or "we sell that". These executives must start thinking in terms of what benefits they market-what needs (wants) that are satisfying. For organizations to adopt marketing concept into their operations, they must first be responsive to the idea of marketing. If an organization is unresponsive, the marketing concept can-not infiltrate into it.Kotler (2005) affirms that this view of marketing is of course wrong. He further argues that if marketing is to be effective, it calls for more than a new function or department. It calls for a new orientation for the organization. Marketing is more than a set of ad-on activities. The highly responsive organization, according to Kotler (2005) will be identified with the following characteristics.

1.   It shows a keen interest in learning about the needs, perceptions, preferences, and satisfaction of its constituents and relies on systematic information-collection procedures such as formal opinion surveys and consumer panels.
2.   It encourages its constituents to submit inquiries, complaints, suggestions, and opinions and creates formal systems to facilitate this, such as suggestion boxes, comment cards, ombudsmen, and consumer committees.
3.   It sifts the incoming information and takes positive steps where it called for to adjust products, services, organizational policies, and procedures.

Stages in Adopting Marketing Concept

In spite of resistance in many quarters, companies eventually manage to build up the marketing function in their organization. Kotler (2004) believes that for a typical company, marketing enlightenment tends to pass through five stages. These stages are described and illustrated for the banking industry in USA.Before the mid-1950s, bankers had little understanding or regard for marketing. Banks were supplying needed services. Bankers did not have to make a case for checking accounts, savings, loans, or safe-deposit boxes. The bank building was created in the image of a Greek temple, calculated to impress the public with the bank's importance and solidity. The interior was austere, and the tellers rarely smiled. This was the bank's posture before the age of marketing.

Stage 1: Marketing is advertisement, sales promotion, and Publicity: Marketing came into banks in the late 1950s, not in

the form of the "marketing concept" but in the form of the "advertising and promotion concept". Banks and other financial institutions were experiencing increased competition for savings. A few financial institutions decided to adopt the marketing weapons of the soap companies. They increased their budgets for advertising and sales promotion and managed to attract many new customers.

Stage 2: Marketing is smiling and a friendly atmosphere: The banks that first introduced modern advertising and promotion soon found their advantage canceled by the rush of imitators. They also learned another lesson. Attracting people to a bank is easy; converting them into loyal customers is hard. These banks began to formulate a larger concept of marketing, that of trying to please the customer. Bankers had to learn to smile. The tellers had to be retrained. The bars had to be taken off the tellers' windows. The interior of the banks had to be redesigned to produce a warm, friendly atmosphere. Even the outside Greek- temple architecture had to be changed. The first banks to implement these changes began to outperform their competitors in attracting and holding new customers. Their competitors, however, quickly figured out what was happening and   rushed into similar programs of friendliness, training and decor improvement. Soon all banks were so friendly friendliness lost its potency as a determinant factor in bank choice.

Stage 3: Marketing is innovation: Banks had to search for a new differential advantage. Some banks began to realize that they are in the business of meeting the evolving financial needs of their customers. These banks began to think in terms of continuous innovation of new and valued customer services; such as credit cards, Christmas savings plans, and automatic bank loans. Bank of America, for instance, today offers over 350 financial products to customers. A successful innovation provides the innovative bank with a competitive lead. Financial services, however, are easily copied, and advantages are short-lived. But if the same bank invests in continuous innovation, it can stay ahead of the other banks.

Stage 4: Marketing is positioning: What happens when all banks advertise, smile, and innovate? Clearly they begin to look alike. They are forced to find a new basis for distinction. They begin to realize that no bank can be the best bank for all customers. No bank can offer all products. A bank must choose. It must examine its opportunities and "take a position" in the market. Positioning goes beyond image making. The image-making bank seeks to cultivate an image in the customer's mind as a large, friendly, or efficient bank, yet the customer may see the competing banks as basically alike, except for the chosen symbols. Positioning is an attempt to distinguish the bank from its competitors along real dimensions in order to be the preferred bank to certain segment of the market. Positioning aims to help customers know the real differences between competing banks, so that they can match themselves to the bank that can provide them with the most satisfaction of their needs.

Stage   5:   Marketing is marketing analysis, planning and control: There is a higher concept of bank marketing, which represents the ultimate essence of modern marketing. The issue is whether the bank has installed effective systems for marketing analysis, planning, and control. One large   bank,   which had achieved sophistication in advertising, friendliness, innovation, and positioning, nevertheless lacked good systems of marketing planning and control. The banks should put in place a system to measure the potentials of its various markets, requisite marketing plans, set quotas, and develop appropriate reward systems.

Implementation of Marketing Concept in Organizations

   Berry and George (2008) notes that marketing is inherent in organizations, and so it follows that the appropriate question is not whether the organization will practice marketing or not, but whether it will practice it well or poorly. Thus, although marketing itself is unavoidable to the organization, the effective practice of marketing requires special efforts. Following the comments of Berry and George above, Stanton (2004) proposes that for a business enterprise to realize the full benefit of the marketing   concept, that philosophy must be translated into action. This translates into: (a) the marketing activities in the firm must be fully coordinated and well managed, and (b) a chief marketing executive must be appointed and accorded an important role in company planning.
   Chief executives who desire the spirit of the marketing concept and the emphasis it places on serving the consumer and society are often eager to install it in their organizations. Kotler (2005) submits that implementing the marketing concept calls for major commitments and changes in the organization. A long-time marketing consultant, Edward S. McKay was quoted to have noted as below: "It may require drastic and upsetting changes in organization. It usually demands new approaches to planning. It may set in motion a series of appraisals that will disclose surprising weaknesses in performance, distressing needs for modification of operating practices, and unexpected gaps, conflicts, or obsolescence in basic policies. Without doubt, it will call for reorientation of business philosophy and for the reversal

of some long-established attitudes. These changes will not be easy to implement. Objectives, obstacles, resistance, and deep-rooted habits will have to be overcome. Frequently, even difficult and painful re-staffing programs are necessary before any real progress can be made in implementing the concept". For these reasons, top management must think and plan very carefully about how to bring a viable marketing orientation into their organizations. Based on the experience of many organizations, the following steps will be crucial in introducing this orientation: need for preplanning, top management sponsorship, and education and training programs.

Need for planning

Kotler (2005) observes that the first step calls for the top management of the organization to thoroughly study and understand the marketing concept before making a commitment. It should try to visualize what systems would have to be changed, what groups would be affected, and what programs would help smooth the way to the desired change. Some of the following things emerge:

1.   The organization would add a marketing research department with the responsibility of studying and measuring current and changing customer needs. This department will come up with recommendations that will call for new products services to be added and certain old ones to be dropped.
2.   The organization may wish to introduce a new products department to develop,   launch, and manage new products.
3.   The organization may likely increase its advertising expenditures to make   customers aware of new products.
4.   The employees who deal directly with customers will have to be trained   to show more interest in the customer and his needs. Otherwise an organization may try to be more careful to hire customer-oriented staff.
5.   Other staffs who do not deal directly with customers should be made aware of the marketing orientation as to carry every employee along.

The above analysis shows to top management some of the major issues to face in attempting to install a highly customer-orientation. Top management should be aware that resistance is inevitable. Kotler (2005) argues that management should avoid announcing prematurely a public commitment to a marketing orientation (or customer service orientation). Instead it should call in representatives of the various departments, outline the nature and need for the marketing concept, and solicit their views. It will be helpful to hear how the various departments state their interests and reservations and to know how much cooperation can be expected in advance. If the new orientation is seen to be beneficial by the majority of departments, the others will soon fall in line because of the weight of opinion. If the new orientation is seen otherwise by a majority of departments, management must be prepared to use its authority or to postpone plans for installing this concept until a better climate develops. Even then, management may consider introducing the concept in a less total way, by creating only a marketing research department for the present, or an employee training program, and eventually adding new stages of marketing activity as the timing is right, without committing the organization to a totally new, strange, and possibly threatening orientation.

Top Management Sponsorship

   Kotler (2005) says that when the problems have been thought through and the climate seems right, and some plans have been laid for the installation of the concept, the chief executive of the organization can announce and explain the new orientation, its benefits to the public and to the organization's own employees and management, and the implementation plan. The statement should be presented in a series of meetings and also should be in writing and broadly circulated throughout the organization. At this time, the chief executive should also announce the establishment of a department and officer who will be in charge of the marketing activities and marketing orientation of the organization. In business organizations, the department is normally called the marketing department and the officer is called the vice-president of marketing. In other establishments, the person might be called the director of marketing, and in universities or hospitals, the person might be referred to as director of development. In any case, there can't be marketing progress without the appointment of a high-level person responsible for working with the chief executive to bring the marketing orientation into the organization. He must be high-level and of equal status with the officers in charge of finance, operations, and personnel in order that: (a) they are shown that this position is of equal importance with theirs, and (b) to ensure that the marketing officer has ready access to the other officers so that he can bring in the marketing perspective when needed. The selection of this person must be carefully made and will be crucial to the ultimate success of the marketing orientation.
   The Chief Marketing officer has two jobs to perform. The first and easier one is to integrate and coordinate the

organization's various market-impinging activities so that they have a unified impact. His department should coordinate market forecasting, marketing research, advertising, personal selling, promotion, and customer service. He will manage these activities either directly or through managers, depending on the size of the organization. The main point is that these activities can work at cross-purposes if they are not coordinated.

The chief marketing officer's other job, is to deal with the finance, operations, and personnel departments on a regular basis and try to educate them to the value and benefits of a customer point of view. He should stress the advantages of a customer orientation not only for the ultimate but for each department in the organization. Thus an improvement in the accuracy of demand forecasting will allow the operations manager to plan personnel, material, and facility needs more accurately. It will allow the finance officer to have a more accurate picture of the cash flow that will come into the organization. The chief marketing officer must show that a customer orientation will lead to greater customer satisfaction, fewer complaints to legislators, and more financial support from legislators.

Education and Training Programs

Kotler (2005) submits that implementing a marketing orientation will take time and call for a series of education and training programs throughout the organization. Those involved in marketing will want to attend courses for updating their knowledge of marketing concepts and techniques. Other groups in the organization, such as employees in contact with the public, will need training programs and periodic communications showing the benefits of customer orientation to the organization, the public, and themselves. New employees must be trained in the concept while many of the older employees should be retrained so as not to forget it. There is a tendency toward creeping unresponsiveness. The employees, during periods of high demand, lose some of their concern with customers' needs. This is why the chief marketing officer must exist, to behave as the customer conscience of the organization against the many tendencies to forget the customers' interest.

Problems in Implementing Marketing Concept in Organizations

Clausewitz (2000) proposes that "to carry out the plan without being obliged to deviate from it a thousand times by a thousand varying influences, requires, besides great strength of character, great clearness and steadiness of mind". Apart from the self-employed entrepreneur with no staff, everybody is likely to encounter resistance to change. And, moving from product orientation, production orientation or selling orientation to marketing orientation (customer focus) which will always be at the core of a real marketing strategy, will encounter more resistance than most changes introduced to an organization. Barriers may stand in the way of successful implementation of marketing concept, some evident, some not so. The barriers fall broadly into three separate categories:

external pressures on the organization, internal pressures on the marketing function, and pressures within the marketing function itself. We will consider these three forms of barriers in detail (Abdulsalami and Abdulsalami 2013).

Environmental Barriers

To consider the environmental barriers, we shall view it under the following sub-headings: social factors, legal factors, economic factors, political factors and technological factors.

Social Barriers

Changing demographics and social patterns will have a major impact on any strategic plans that require implementation over the next five to ten years (Fifield, 2008). Customers and consumers are also part of the social element of the environment. Customers in all markets are now starting to demand the "impossible". As their needs and wishes are met in very competitive markets such as groceries, consumer goods and motor cars, they see no reason why these expectations should not be met in unrelated fields such as banking, telecoms and travel also in information services. As customer expectations continue to grow so concepts such as 'brand loyalty' and retention appear to be less effective.

They are as important as ever but the rules, as imposed by customers, are changing. Customers are becoming less and less loyal to brands and organizations if these fail to provide what is wanted, when it is wanted, at a reasonable price. The explosion of choice in so many markets means that customers do not have to put up with second best, loyalty has to be earned, it is not given as of right. Looking at the customer analysis above, an organization intending to

install the marketing concept should of necessity carefully study its markets and associated trends. The barrier pose by customers and consumers must first of all be considered before any others.

Legal Barriers

There are an increasing number of laws that are affecting organizations' activities on a wider and wider scale. Laws now cover employment, pay and price policies, health and safety as well as specific acts to control particular industries such as financial services and telecoms. Also, as time progresses we can expect more impact on organizations activities from government and regulatory agencies.

Economic Barriers

The past ten years have witnessed an unparalleled level of change in British economy, and by extension, that of Nigeria, and this change is unlikely to slow down. Strategic implementation of marketing concept needs to take into account the changes that are likely to occur in the marketplace and you should consider changes in your own industry such as mergers, joint ventures, share price movement and investment as well as any trade union activities, suppliers' actions and changes to include vertical integration and disintermediation (the disappearance of intermediaries in the process). Distribution channels are also undergoing a radical change in a number of industries and successful implementation will depend upon a good forecasting of likely change in areas such as distribution infrastructure as well as in transportation and channel management and control. Internationalization is a major factor in all economic situations and is likely to affect your customers' perceptions of your offer, and the entire nature of competition. Competition itself is one of the most important factors to forecast in strategic implementation since no marketing strategy ever operates invacuum. Organizations should be attempting to analyse not only the direct (own industry) competition but also the important an often more difficult to predict indirect competition from outside your traditional industry base. Competition is expected to increase in all sectors over the next ten years driven primarily by the possible and has been a major catalyst in the recent proliferation of new products and services. A major factor in the development of technology has been its ability to reduce, if not sometimes eliminate, barriers to market entry. The application of modern technology has enabled small- and medium-sized organizations to operate at cost levels previously the exclusive preserve of much larger organizations. Economies of scale are no longer the barriers they used to be.

Internal Barriers

As well as external pressures acting upon the organization, there are a number of barriers, internal to the organization; which will also affect its ability to implement its strategic marking orientation plans successfully. Fifield (2008) submits that all of these factors act as significant potential blockages to implementing marketing orientation and unless these blockages can be overcome inside the organization the marketer has little choice but to amend the goals and strategy to those which the organization is able to implement. The internal barriers include leadership, organizational culture, organization design, functional policies, resources and evaluation and control procedures. We now examine each in brief internationalization of business and the fragmentation of many markets.

Political Barriers

There is a general trend in most western markets and that of Nigeria in particular, for government to take an increasingly active role in business. Political activities include taxation, lobbying, as well as the ability to pass laws which affect not only your organization's ability to act in a free market but also customers" ability to buy your products or services. In most markets political activities are often aimed at influencing competitive activity. Whatever the intention behind political actions, the result is always some form of restriction over the organizations activities in a marketplace and these restrictions need to be forecasted- and attempts made to modify implementation of the marketing concept within this new framework.

Technological Barriers

Technology generally has had a massive effect over the pa; ten years and we can expect this influence to continue if n accelerate. Technology has made radical change in manufacturing.

Leadership Barriers

There is little doubt that the ultimate success and implementation of any strategic plan will depend upon the degree 'to which top management buys in to the process. This is especially evident where the strategic thrust of the plan involves any form of significant change. The organizations leadership may be opposed to objectives of the plan for any number of reasons. For example, they may be from non-marketing disciplines, may feel that the need for change is not yet apparent or simply be more comfortable with 'steady state' management style. Whatever the reasons unless strong leaders are 'bought in' to the vision and concept completely, little progress is likely to be made.

Organizational Culture

There are many forms of organizational culture and, in truth; few of these are customer or market focused. In the organization with a non-market oriented culture, the chances of successfully implementing a truly customer focused strategic marketing plan must be severely limited. Fifield (2008), proposes that marketing in this type of organization tends to be all about marketing services, often linked or even subservient to the all-important sales function. The product or production-oriented organization the marketer's is to provide sales materials, product information and market analysis to support the sales and production functions of the organization. The market or customer-oriented organization is the only one that sees the marketer's role as that of catalyst and change agent to focus the rest of the organization's activities on the one activity that really matters – "the customer". Changing the culture of an organization is never a short-term task. However, as today's markets become more and more competitive, the options are becoming clearer-change the culture or the organization may not survive beyond the medium term.

If the culture will not change in the short to medium term then goals of the marketing concept will need to be amended to something which the organizational culture can assimilate. Looking back to the ideas now current in strategic thinking, organizations culture cannot be ignored or treated as if it does not exist-that has been the reason for the demise of many a good strategic idea, if implementation is what counts then pragmatism must be the order of the day. The strategist can try and work against culture but will not win. Working with the culture means that the whole concept may not be implemented, and not straight away at that. But it will meant that something happens and it may mean that in a few years the culture will be more accepting of change than now. Patience and sensitivity are required to get things done.

Organization Design

In many organizations the existing organizational structure is simply not designed to be able to deliver the proposed marketing concept as is intended. Too many organizations are designed for the convenience and administrative ease of those that work in them rather than being designed in order to deliver satisfaction to customers. It is simply unrealistic to design a customer-focused concept without spending some time looking at the organization's ability to deliver on the promises that you may be making to your customers. If organizations are so rigid that they cannot be redesigned then the marketing concept may need to be modified accordingly. When dealing with organizations (culture and design) it is important to consider the 'soft' elements such as style, skills, staffing and shared values as well as the traditional 'hard' values. Remember, an organization is nothing without the people who work inside it.

Functional Policies

A subset of organization structure: most functions in an organization (finance, operations, human resources and marketing) tend to grow and produce a number of functional policies and procedures which determine how their part of the organization and their staff manage the day-to-day business. The intended marketing concept may fall foul of these functional processes and will encounter a blockage on the path to implementation. The marketing concept is not just the idea of the marketing department. Fifield (2008) argues that the marketing concept is, or ought to be, the strategy which guides the whole organization's activities relative to the customer. The marketing concept, therefore, should not be something which is imposed on the other functions but a route and direction which staff and managers from finance, operations and human resources share with other members of the organization.

Resources

The proposed marketing concept may require either significant additional resources be allocated to certain functions or even the re-appropriation of resources into different areas of the organization. Successful implementation will depend upon these resources either being available for the implementation of the concept or making the appropriate resources

available so that the plan can be implemented fully. The potential blockage here is likely to be either in the resources simply not being available or that senior management considers that other causes are more deserving. In any case this could provide a significant blockage to implementation.

Evaluation and Control Procedures

Fifield (2008) submits that the lack of appropriate monitoring and evaluation procedures in an organization will be a significant block to the successful implementation of any strategy. It is a truism that what gets measured gets done. As long as the proper control measures are installed there need be no problems in implementation.

Barriers within the Marketing Function

Not only are there a number of issues internal to the organization which can act as barriers to developing and implementing quality marketing orientation, there are a number ofaspects of the marketing department or function which can also act as potential blockages to the development and implementation of the intended plans.

Market's Interface with other Functions

Delivering satisfactions to customers may be the responsibility of the marketing function but it is not a job that marketers can carry out on their own. In order to deliver customer satisfactions and thereby improve the organization position against competition, the entire organization needs to operate as an effective partnership and deliver seamlessly. In order to do this marketing needs to interact positively with other functions within the organization, such as   production, purchasing, personnel and finance.Unfortunately, some of these functions may consider that they have competing responsibilities and may not fix the priorities in exactly the same way as marketing. Once again this solution is not in 'telling' other functions what to do but in involving them in the process. The marketing manager must find means of securing better coordination among the various functional subsystems that are not directly under his or her control. This may be achieved by improving communications and inter-organizational understanding about what is in the interest of the organization as a whole.

The Role of Marketing/the Marketer

The role of the marketer will depend largely upon the organization culture and structure. In the non-market oriented organization marketing tends to be synonymous with advertising and promotion. The marketing manager is often taken on as a necessary (and expensive) evil because the competition seems to be making inroads into the organization's markets by advertising. Other managers in the organization often have little understanding of the marketing concept and   don't appreciate their role in satisfying customer. The role of the marketer in the production or product oriented organization is twofold - to give his or her internal customers what they want and, secondly, to act as catalyst for organizational change toward a more customer oriented position. In the case of a customer or market oriented organization the role of the marketer and the marketing function is quite different. Rather than concentrating on advertising and promotion, the marketer's function is to identify, anticipate and satisfy customer needs profitably. In this type of organization, the marketer's key area of responsibility is to understand the organization's customers and to feed this information back into the organization and other functions so that people may act upon it profitably.

Marketing Feedback

Fifield (2008) says "how effective a marketer is in his or her job and how well the marketing orientation is implemented will depend on how much, how relevant and how good the information is and how well it is interpreted and acted upon". Information is critical. Information and feedback on a plan's progress is never100 percent accurate but it does act to both reduce uncertainty in planning and improves the quality of action. Critically the marketer may not be in complete control of the information sources and the speed at which they are delivering quality information back to the marketing function. A great deal of data is often raised elsewhere in the organization but often not in a form which will provide adequate information for the marketer's use. The marketer has two main flows of data. One from the environment and the other from internal operations. Some, but not all, is likely to be under the marketer's direct control, for the rest, other departments need to understand the importance of quality and timely information flows and internal marketing can help this process.

The final, crucial area of marketing and market feedback is market research. In many organizations some market

research is carried out but invariably it is insufficient to meet the organization's needs. Market research should not be regarded as a crutch to support weak decision-making but   as   an essential 'investment' in the marketplace and future prosperity of the organization. Unfortunately many organizations, often product production or planning oriented do not see the investment aspects of market research but rather consider it as a cost. As competition increases and markets continue to fragment, it is unlikely that investment in market research will decline in the most successful organizations; rather we can expect it to increase as market circumstances become more and more involved.

Marketing Concept in Academic Information Centers

Wagner (2008) asserts that more and more non-profit organizations, academic information centers in particular, are coming to the realization that they must begin to apply marketing strategies and techniques (Marketing concept) to their special fields of activity, if they are to succeed in serving the society that is supporting them. Up to this time, nonprofit administrators (information center managers) have been reluctant to entertain the idea of marketing, partly out of fear of being criticized for using strange language", and partly out of the fear that marketing activities would somehow affect their programs adversely. Actually, the marketing orientation, however expressed, that have created successful corporate entities, can be readily adapted to the world of academic information centers (academic libraries), with the same success rate. The difference between marketing for nonprofit (academic information center) and profit making organizations does not involve programming. The products of an academic information center are similar to those of a corporation: they both fulfill a consumer need. Once academic information center' management realize that business terminology is not demeaning to their professional cause but rather brings a new and valuable discipline to the promotion of that cause, they begin to use the marketing language with the same facility and in the same way that any corporate manager would.

   Even in the business community, modern marketing is only now reaching a point where it is generally accepted as a key discipline within the business environment. Fifty years ago, one rarely saw a chief executive of a corporation who was also a marketing man. Now they take their place along with the financial people as chief executive officers. This represents the recognition that more than financial management and efficient production are necessary to move an enterprise forward in a dynamic economy. The same thing has happened in the nonprofit organization (NPO) world, because the boards of trustees are demanding of organization managements the same performance they would demand of their corporate managers.

Adoption of Marketing Concept in Academic Information Centers

Kotler (2005) quotes Sidney levy who submits that marketing behaviour is manifest in a wide range of situations far beyond the conventional exchange of goods and services for money. Supporting the view of levy, Rowley (2001) proposes that marketing as a concept is novel to information center managers, although marketing behavior is not.To restate it, other researchers observes that the marketing concept is the recognition on the part of management that all business decisions of an organization, in particular, information centers, must be made in the light of customer needs and wantsAbdulsalami and Abdulsalami (2013). In effect, all marketing activities must be under-one supervision and all activities of an organization must be coordinated at the top, in terms of market requirements. The first and most important step in applying the concept is acceptance of a whole hearted customer orientation. Without acceptance of this concept at least by top management (board of trustees), any change in organizational structure will be purely mechanical. It requires a change of mind within an organization.Putting it in another way, Kotler (2005) had earlier observed before Abdulsalami and Abdulsalamithat chief executives who desire the spirit of the marketing concept and the emphasis it places on serving the consumer and society are often eager to install it in their organization. The essence of the marketing concept is organizational effectiveness, huge success and long survival of the organization, and not short-term sales volume.

   It then goes that, top management of academic information centers must desire and accept the idea of the marketing concept, and possess a foresight for continual success, if the marketing orientation is to be installed. To adopt the marketing concept into academic information centers, there must be three basic tasks to be undertaken by the top management. These include setting up a general plan (marketing strategy), selection of the market target (the particular groups of customers to appeal) and development of control mechanisms. Only after the basic marketing strategy is developed can management concern itself with the implementation of that strategy.

Implementation of Marketing Concept in Academic Information Centers

The implementation of marketing concept observes by Kotler (2005) calls for major commitments and changes in the

organization. Stanton (2004) also supports the view above and submits that for an organization (information center) to realize the full benefits of the marketing concept that philosophy must be translated into action. And this mean that the marketing activities in the information center must be fully coordinated and well managed and a chief marketing executive (marketing librarian or development librarian) must be appointed and accorded an important role in organizational planning while other researcher opine that the successful implementation of the marketing concept may require drastic and upsetting changes in organization. It usually demands new approaches to planning. It may set in motion a series of appraisals that will disclose distressing needs for modification of operating practices and obsolescence in basic policies. These changes will not be easy to implement.Kotler (2005) recommends three steps to be undertaken by any organization, especially a non-profit organization, such as. Academic information center in order to implement the marketing concept.

Need for preplanning: the first step calls for the Board of Trustees of the information center to thoroughly study and understand the marketing concept before making a commitment. Top management (Board of Trustees) sponsorship: When the problems have been thought through and the climate seems right, and some plans have been laid for the implementation of the concept, the chief executive (University librarian) can announce and explain the new orientation, its benefits to the users and to the information centers' employees and management, and the implementation plan. This should be done in series of meetings and also in writing and broadly distributed throughout the information center. At this time, the university librarian should also announce the establishment of a development division/marketing division and officer who will be in charge of the marketing activities and marketing orientation of the information center. The officer may be called "Development or Marketing Librarian".

Education and training programs: Successful implementation of the marketing concept will take time and call for a series of education and training programs throughout the information center. Those involved in marketing will have to attend courses for updating their knowledge of marketing. Other staff in contact with users will need to attend training courses on 'customer service'. New employees and other older employees should be trained and retrained respectively so as not to forget the concept. The top management of the academic information center may hire a reputable specialist on marketing for non-profit organizations, for more steps to follow.

Problems of Implementing Marketing Concept in Academic Information Centers

The academic information centers are good examples of bureaucratic organizations. Kotler (2005) observes that as organizations grow, it becomes more complex and multipurpose. It takes on additional responsibilities to its customers, employees, agents, suppliers, and other publics. Top management faces the task of harmonizing often incompatible goals and interests. Much of its energy turns inward. Its management members grow increasingly self-serving, that is, their purpose becomes to maintain the organization and their jobs at any cost. Relations with outside groups are routinized by rule-bound behavior. The organization develops an officialdom that shows an impersonal face to the world (users). The officials exhibit care and caution instead of daring and innovativeness. They feel safest in maintaining traditional policies, procedures, and products.

Reg Carr (2001) confirms Kotler's view when he comments that traditional information centers (academic libraries) are more conscious of their routines than the needs of their users. From the afore-mentioned, you will agree with me that implementing the marketing concept in academic information centers will be fraught with varied obstacles. The obstacles fall within external and internal factors or problems.

User's Dynamic Needs

One of the external problems of implementing the customer orientation is ever-changing user's needs, wants and perceptions. It will require a careful and continue study of users' changing expectations to successfully implement marketing concept.

Economic Problem

The academic information center operates in a competitive information market place with on-line companies. As a result, strategic implementation of marketing orientation should consider the changes that are likely to occur in the marketplace and you should also take into account changes in your own industry.

Political Factors

The academic information center is established and financed by government; therefore, there is a general tendency for

government to increasingly take active role in academic information centers' activities. Government restrictions should be forecasted and provision made for the modification of the marketing concept.

Technological factors

Technology generally has had a massive effect and will, continue to have accelerated influence on information and library services. Consequently, a thorough implementation of marketing concept must take it into account.

Leadership problem

This is one of the internal obstacles to be tackled before a successful implementation of marketing concept can occur in the academic information centers. The ultimate success and implementation of any strategic plan will rely on the degree to which top management buys into the idea. It is so because implementing a customer orientation involves a significant change. The Board of Trustees and the management of the academic information system may oppose to objectives of the plan for a number of reasons. Among the reasons are - the top management are from non-marketing disciplines, lack of marketing foresight, lack of marketing expertise and a feeling of being more comfortable with 'steady state' administrative style.

Organizational Behaviour

Academic information centers have the culture of anti-customer focus. Traditional librarians adhere strictly to -their routine of acquisition, cataloguing, classification and shelving, and sit tight expecting users to visit the library. They are not pro-active in their approach. In such organization with non-market oriented culture, implementing a customer-orientation will suffer a great setback.

Organization Structure

In academic information centers, the existing organization design is simply not able to assimilate the marketing orientation as is intended. Most academic information centers are designed for the convenience and administrative ease of those that work in them rather than being structured in order to deliver satisfaction to customers.

Operating Policies

Operating policies is a subset of organization design. Academic information centers are operated upon functional policies and procedures that determine how the center and staff manage the day-to-day business. The intended marketing concept may fall foul of these functional processes and will encounter a barrier on the way to implementation.

Resources

There is no doubt that academic information centers are poorly funded by the parent-body. The implementation of the proposed marketing concept may require either significant additional resource be allocated to certain functions or even the re-appropriation of resource into different areas of the organization. Successful execution will depend on these resources either being available or making the appropriate resources available so that the plan can be implemented fully. The expected impediment here seems to be either in the resources simply notbeing available or that top management considers that other causes are more deserving. In any case this situation may pose a significant barrier to implementation.

Role of the Marketer

The role of the incumbent marketing or development librarian will largely depend upon the organization culture and structure. Other managers (librarians) often have little understanding of the marketing concept and do not appreciate their role in satisfying customers. This may breed some disharmony in the information center. However, the development librarian is to carry out two tasks - to give his or her internal customers (other librarians) what they want and, secondly to act as a catalyst for organizational change toward a more customer oriented position.

Benefits of the Marketing Concept

Rosenberg (2007), provides some benefits of implementing the marketing concept which are as follows:

1. Reduced business risk as a result of systematic market research, the scientific acquisition and analysis of market data relevant to decision making and better sales forecasting;
2. Improved business planning as a result of earlier identification and assessment of future market trends and opportunities and the acceptance of a planning discipline based on defined objectives with which all departments must gear their programs, and
3. Greater competitiveness based on marketing skills. As more and more of our competitors achieve technological and manufacturing efficiency, the differences in the products from companies will tend to narrow.

Bottom-Line

From the review above, it has been established that the modern marketing concept serves very naturally to describe an important facet of all organizational activity. Marketing is the crucible of creativity and the driver of innovation. As a result, all organizations, including academic information centers must develop appropriate products to serve their sundry consuming groups, and must use modern tools of communication to reach their consuming publics (markets). The business heritage of marketing provides a useful set of concepts for guiding organizations. The choice facing those who manage non-business organizations, in particular, academic information centers is not whether to market or not to market, for no organization can avoid marketing. The choice is whether to do it well or poorly, and on this necessity, the case for the application of marketing concept in academic information centers is basically founded.

Adoption of Marketing Concept

Adoption of marketing concept is the wholehearted acceptance of consumer-need orientation, integrated marketing and customer-satisfaction as the basic philosophy of business practices, which is the key to survival of organizations, particularly, academic information centers. Organizations willing to adopt the marketing concept should have a change of attitude towards their markets and missions.

Mission or Business of Academic Information Centers

A mission is a life-work or objective that drives all organizational plans, actions and activities. The academic information center exists to provide information resources to support teaching, learning and research activities of the parent organization. Though in terms of marketing concept, the academic, formation center is in the business of providing information services to satisfy information and related need of users. This table provides a clue whether or not academic information centers' managers understand their business or mission. This is an indication that managers of academic information centers do not know the business they are into. Stanton (2004) also upholds the same view when he says that chief executives should be able to think of "what benefits" they market, that is, "what needs they are satisfying", and not what they produce. Therefore academic information centers are yet to adopt a consumer-orientation but still practicing "production orientation", which places emphasis on making products that are affordable and available.

Concern for Customers as the Basis for Acquisition of Information Resources

This is a follow-up question to the above. As expressed earlier, organizations that desire to adopt consumer-orientation as a business philosophy must think of a change of attitude towards their markets (consumers). The marketing concept assumes that the "customer" is the center of all company planning activities. Therefore this paragraph is set to find out if academic information centers acquire information resources based on concern for their customers.

Customer-Orientation among Library Staff

In connection with the above table, a related question was asked to enable the researcher discover if the library staff are being reorient to have a change of attitude towards the users. To adopt marketing concept, an organization should accept and practice "integrated marketing" which emphasizes a whole change of attitudes of all staff (front-line and technical) towards serving the customer.

Learning about Customer's Needs, Percept Preferences and Satisfaction

In relation to customer-orientation discussed before, learning about customers' needs, perceptions, preferences and satisfaction is an indication of an organization which is highly responsive to marketing concept. To adopt marketing concept responsive organization must demonstrate a keen interest in her markets by putting in place systematic data-collection strategies to carry out regular formal users' surveys. This section is to ascertain strategies being used by academic information centers.

Implementation of Marketing Concept

This involves translation of the marketing concept into actions, and it consist of the followings: top management to thoroughly study the marketing concept, adding a marketing research unit to study and measure changing user needs and recommend for the development of new services, appointment of director of marketing to integrate the marketing concept, and educating and re-training the staff in the organization.

Marketing Research Department that Study and Measures Users' Dynamic Needs

The acquisition of thorough knowledge of marketing concept dealt with formerly and the introduction of a market research department responsible for studying and measuring users" changing needs are all bold steps towards a commitment to implementing the marketing concept. An organization that is thinking in the direction of total implementation of the marketing concept must add a marketing research department to undertake studying and measuring of users' dynamic needs.

Procedures of Development New Services

Having said something about the type of new services being developed in the last table, it is very crucial to note here the procedures involved in developing those new products/services implementation of the marketing concept is not just about creating new products/services but it must be the fair outcome of studying and measuring user's dynamic needs undertaken by the marketing research department of an organization.

Training of Library Staff and Types of Training programs

Having examined the procedures for developing new services as mentioned there is need investigate into staff training and types of training programs. Training and retraining of company staff is a function of integrated marketing which is one of the pillars of the marketing concept. All categories of staff should be trained and retrained on customer service in order to infuse the culture of think customer into the organization.

Problems of Adopting and Implementing Marketing Concept

It is not ambiguous to observe that there are some setbacks associated with adopting and implementing the marketing concept in academic information centers. Academic information Centre is a solid example of bureaucratic organization with rigid and obsolete leadership style and policies. The setbacks range from internal problems to external issues. As a result a successful implementation of the marketing concept will certainly be hindered and more so due to the reality that managers of academic information centers are not from marketing background.

Problems of Implementing Marketing Concept

As it has been mentioned in previous paragraph, the problems facing academic information centers in implementing the marketing concept are numerous. Among the problems are financial constraints, parent-body and staff resistance, dynamic and complex nature of users' needs, fear of criticisms, lack of marketing expertise, organizational culture, just to mention but few. Conclusively, marketing behavior is inherent in all organizations, whether profit or none-profit, especially, in academic information centers. As service organizations, academic information centers should rethink their services by embracing whole-heartedly the spirit of marketing concept to enable them satisfy the dynamic and complex needs of users in this "Google age".

CONCLUSION

The study on application of marketing concept in academic information centers is a service organization; the academic information center is invariably and unconsciously involved in exchange of values, thus carrying out marketing activities. Marketing behavior is inherent in all organizations, particularly, academic information centers. The argument now is not whether to market or not but how well to market. Considering the aforementioned, this research work concludes:

1. That academic information centers do not adopt marketing concept as a business philosophy even though they perform some marketing activities.
2. That academic information centers have not implemented the marketing concept despite the assertion that marketing is relevant to their operations.
3. Finally, academic information centers do not adopt and implement marketing concept as a philosophy of business due to two major problems, namely, financial constraints and lack of thorough knowledge of the marketing concept and its benefits.

RECOMMENDATIONS

Following the research work, the under-listed recommendations are hereby proposed for use by University Librarian/chief executives of academic information centers.

1. Chief executives of academic information centers should begin to think about change of attitude of towards their missions and users.
2. The selection and acquisition of information resources should be based on users' needs and not on available funds.
3. Academic information centers should use formal market research processes to learn about users' dynamic needs regularly and develop new services based on market research outcome.
4. The chief executives and all categories of staff should be trained on marketing/customer service.
5. A marketing research department or development division should be established and headed by a marketing expert; otherwise a marketing consultant may be hired.
6. The management of academic information centers should source for more funds to carry out aggressive marketing activities.
7. Subject-specialist librarians should be developed to manage departmental/faculty libraries, and to render customized services to users.
8. Some user-oriented services may be provided, such as, setting up examination success unit (to collate all past examination papers), group-discussion unit (for noise making), and recreationcenter (for light-games and relaxation) etc.
9. A twenty four (24) hour internet services should be provided.
10. Photocopiers should be placed in all divisions/departments/sections/units.
11. A customer-service department should be established, in the library and should be managed by a librarian with marketing/customer service expertise.

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Full Length Research

Appraisal of Copyright Law Compliance among Library Personnel in University Libraries in Nigeria

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The study investigated compliance with Copyright Law among library personnel in university libraries in South-West, Nigeria. The purpose of the study was to determine the level of awareness of copyright law by library personnel and level of compliance with copyright law in selected university libraries in South West, Nigeria The study adopted the descriptive survey of the correlational design. The population of study was made up of 117 library personnel in university libraries in South West, Nigeria and the total enumeration technique was adopted, hence there was no sample. Questionnaire was used for data collection. 103 copies of questionnaire were completed, returned and used for the study. The data collected for the study were analysed using the descriptive and inferential statistics. Specifically, the research questions were answered with the use of tables, percentages and mean. Pearson Product Moment Correlation Coefficient (PPMCC) was used to test the hypotheses formulated for this study at 0.05 level of significance. Findings revealed that library personnel in university libraries in south west, Nigeria are aware of copyright law which govern the information resources in their custody; and they comply with the provision of the Copyright Act to a high extent. The study concluded that there is a strong positive correlation between library personnel's awareness of copyright law and compliance with copyright law in the selected university libraries in South West, Nigeria with a recommendation that library management should be actively involved in sensitizing library personnel on copyright law and its violation to continually increase their level of awareness.

Keywords: Awareness, Compliance, Copyright Law, Library Personnel, Nigeria

INTRODUCTION

University libraries like other types of libraries are made up of books and non-book materials which are collected, organized and housed in a building for consultation, reference, research, recreation and aesthetic enjoyment, with a trained personnel stationed to manage the resources. According to Korletey (2014), these information resources that make up university collections are copyrighted works which its use is subject to the copyright act of the federal republic of Nigeria.

Copyright is an intangible, incorporeal right granted by statute to the author or originator of certain literary or artistic

productions whereby he is invested, for a limited period, with the sole and exclusive privilege of multiplying copies of the same and publishing and selling them. Verzosa (2008), described copyright as the right granted to an individual against reproduction of his intellectual creation or work. According to Story (2009), Copyright is "a legal system which regulates the creation, ownership, control and use, by the public, of products resulting from certain specified creative activities that are directed by the human brain which includes the writing of books." This invariably mean, copyright law across the world plays a common role of regulating the creation, ownership, protection and use of human intellectual expressions, such as books, journals and other information resource.

Granted that most information resources that make up university library collections are copyrighted works; the library personnel in the cause of their everyday activities come in contact with copyright law. These library personnel advertently or inadvertently carry out these commonplace activities in university libraries in compliance or non compliance with the legislation governing copyright issues and which may result in violation of the law.

Copyright compliance entails obeying and conforming to the terms stipulated in the Copyright Act subject to the exceptions contained therein. Fernadez-Molina, Moraes, and Guimaraes (2016), observed that the activities of library personnel in university libraries can be carried out without infringing the Copyright Act if; the work is not copyrighted, the activity is carried out by the copyright holder or with his/her permission, or the activity may be included in one of the copyright exceptions and limitations.

University libraries rely upon copyrighted works through copyright exceptions and limitation (fair use) to make allowance for great flexibility in the course of providing services to their users. The question however, is what constitutes legal exceptions to copyright laws may be lucid and may not be completely understood by library personnel, thereby delimiting their state of awareness

It is a truism to say that librarians in all sectors of an academic library wear many different hats and provide numerous services to patrons. The modern library plays a great role in overall development of an individual and nation as a whole and has an important place in universities especially in the field of research. Hence, a qualified and trained librarian and an adequate number of assistants are required to run and administer the library to be able to provide effective services to the users.

A library cannot function well without efficient and qualified personnel since the success of a library largely depends upon the persons who are responsible for the effective use of a good collection of materials in the hands of the users. The role of Personnel in a library, for successful organisation and administration cannot be over-emphasized, just as the need for a library in academic institutions like universities cannot be over-emphasized. The need for library in a university is tantamount to the need of library personnel to man the library.

University libraries through its library personnel promote the acquisition of knowledge of their users through the provision of various information resources for the purposes of teaching, learning and research. The university library today has become a busy information centre where information is packaged in various formats to the advantage of the users unlike the traditional library system where a library is just a warehouse of books. The library as of today accommodates all categories and levels of users with the assurance of meeting their information needs using the varied information sources.

Consequently, Fernadez-Molina and others (2016), opined that academic librarians who in their day to day activities come in contact with copyrighted materials are expected to be aware of the copyright law which governs the activities that they are involved with. Hence, it is essential for academic librarians, professors and students using and diffusing copyrighted works created by other authors to be familiar with all the legal implications relating to them as well as the rights that they themselves hold as to having elaborated teaching and learning materials for study and research. In order to ensure that everyone affected by copyright clearly understands its implications, library personnel especially in university libraries where staff and students, are users and creators of intellectual works, need to play a strategic role in educating its users about essential contents of the law which is largely unknown or misunderstood. This is because library personnel being able to provide assistance and advice to users can also do same with respect to copyright issues, and thus this calls into question, whether library personnel are fully aware of copyright laws? The questions that beg for answer which is the premise of this work is: Are library personnel in university libraries really aware of the copyright laws? Are they familiar enough with copyright legislation to take advantage of library exceptions and limitations without infringing the law? Do they really know what they may and may not do with a given work, and under what conditions and circumstances?

Princeton University Wordnet (2015) defined awareness as having knowledge of; consciousness; cognizance or knowingness of something. It is a state or condition of being aware; having knowledge, consciousness or cognisant of something. Therefore, awareness is revealed as the ability to perceive (perception), know (knowledge) or the state of being conscious (consciousness). Thus, copyright awareness, can be said to be having knowledge and being conscious and cognizant that copyright exists in all forms of knowledge and consciousness. It is the state or condition of having conscious knowledge about copyright in a perceived manner. When users of copyright materials exhibit this sense of

awareness in an educational institution, it gives authors the opportunity to enjoy the moral and economic value of their works and motivates their authorship. The level of awareness of the copyright law by library personnel in university libraries may invariably influence their compliance and non compliance with the law.

STATEMENT OF THE PROBLEM

The literature on copyright law indicates that copyright law unlike most regulatory laws is always prone to violations and infringements because of lack of proper implementation of the law especially in developing countries like Nigeria. The reasons for this violations and non-compliance with the copyright law in the library setting may be attributed to the level of awareness of the extant provisions of the Copyright Act by libraries and library personnel who man the libraries. Where library personnel are not aware or partially aware of the provisions of the copyright law, there will be high degree of non compliance with the said law as one can only comply with a thing he has knowledge of. This issue of non-compliance and violation of copyright law can be evidenced in the way excessive duplication of copyrighted material is made by students, faculty members and libraries without recourse to the law. For example, research has shown that there are libraries that, on the average duplicate more than three copies of scarce materials for use in the libraries while others fail to destroy reproduced copyrighted materials for education purposes within the prescribed period.

This will no doubt result in a situation where authors and owners of intellectual works are deprived from benefitting from their creativity. Thus, the creators of original works could be discouraged as they may not have the opportunity to enjoy their moral and economic rights as stipulated by the law. In addition, plagiarism, lack of academic integrity and other non compliance activities could be on the rise. This could make intellectual development epileptic and invariably slow down national development. Furthermore, literature shows that most of the university libraries in Nigeria do not have designated copyright librarians who are well acquainted with law, to provide guidance to student, staff and even faculty members on how to deal with copyright materials. This seems to have, according to previous studies, contributed to this lack of awareness of the extant provisions of the law. The gaps causing these problems, therefore, need to be properly addressed, in order to ensure compliance with the copyright law; which is to serve as a check to minimise or eliminate unauthorised duplications and production of intellectual materials; and to ensure possible remuneration of authors and owners of original works. In order to achieve compliance with copyright law, there is need for library personnel in university libraries in Nigeria to be properly aware of copyright law provisions and how it can be properly implemented. The level of awareness of copyright law provisions by library personnel in university libraries is very important as they are the custodians of copyrighted works and image bearers of the libraries who should ensure copyright law compliance and that the rights of creators of original works are not violated.

OBJECTIVES OF THE STUDY

The general purpose of this study was to determine the extent to which library personnel in selected university libraries in South West, Nigeria comply with the copyright law. The Specific objective was to:

1. ascertain the level of awareness of copyright law by library personnel in selected university libraries in South West, Nigeria; and
2. determine the level of compliance with copyright law in selected university libraries in South West, Nigeria.

RESEARCH QUESTIONS

1. What is the level of awareness of copyright law of library personnel in selected university libraries in South West, Nigeria?
2. What is the level of compliance with copyright law by library personnel in selected university libraries in South West, Nigeria?

TESTING OF HYPOTHESES

The null hypothesis was tested at 0.05 level of significance

Ho1: There is no significant relationship between library personnel's awareness of copyright law and compliance with copyright law.

SIGNIFICANCE OF THE STUDY

The creation and ownership of knowledge-based products remain an important aspect of individual and national development, thus making copyright an issue of national concern. This study will, therefore, alert the government and the Nigerian Copyright Commission (NCC) on the need to formulate favourable policies that will ensure adequate administration of copyright law and library services which will in turn encourage authors and other copyright owners to have more publications to the benefit of the society. This study would be particularly important to researchers. The findings of the study would make a vital contribution to the already existing knowledge and understanding of copyright law and its application in services rendered in university libraries. The result of this study could also increase the level of awareness of library personnel and the entire copyright stakeholders to become more conscious of the implications of copyright law and how they can practice their profession and discharging of their duties without violating the law. The result of the study will be significant to library personnel as it could create awareness among stakeholders and provide an opportunity or platform for articulation of the degree of libraries and library personnel's compliance with the copyright law.

LITERATURE REVIEW

The Advanced English Dictionary (2015) defined compliance to mean acting according to certain accepted standards. To Sambe, Esoheamenagha and Gomina (2015), compliance simply means to obey a rule or requests made by an authority. It can said to be the action or fact of complying with a wish or command. It is the state of aligning with guidelines, regulations and legislation set by outside parties such as vendors, industry, organizations, government etc. Simply put, compliance is the act of conforming to a rule, such as a specification, policy, standard or law. Therefore, compliance with copyright means obeying and conforming to the terms stipulated in the Copyright Act subject to the exceptions. Copyright by definition, is an intangible, incorporeal right granted by statute to the author or originator of certain literary or artistic productions whereby he is invested, for a limited period, with the sole and exclusive privilege of multiplying copies of the same and publishing and selling them (Verzosa, 2008). Okwilagwe (2001) asserts that copyright law is based on the assumption that an author is more likely to be motivated to embark on continuous production of intellectual products, if there is the assurance that another individual can claim neither the credit nor the profit economically from the author's efforts.

In the study of copyright awareness at Kwame Nkrumah University of Science and Technology (KNUST), Korletey 2014, identified that copyright can be as a form of exclusive right or a form of property right. Copyright as a Form of exclusive right relates to the exclusive rights of copyright owners/holders to reproduce, make a copy or otherwise do some of the acts reserved by the Copyright Act while copyright as a form of property right, relates to the fact that the property can be sold, given to heirs, donated, leased/licensed under any sort of conditions, divided into separate parts and can protect it from almost every kind of trespass.

In the opinion of Story (2009), Copyright is "a legal system which regulates the creation, ownership, control and use, by the public, of products resulting from certain specified creative activities that are directed by the human brain which includes the writing of books." This invariably mean, copyright law across the world plays a common role of regulating the creation, ownership, protection and use of human intellectual expressions, such as books, journals and other information resources. Copyright entails the power an author has under the law to determine who and how his work is used. This means that the use of an authors work either in original form or any other form whatsoever is unlawful without the permission or authorization of the author. Section 1(1) of the Act made a list of works eligible for copyright protection which includes: literary works; musical works; artistic works; cinematograph films; sound recordings; and broadcasts. However, for a literary, musical or artistic work to be eligible for copyright, sufficient effort should have been expended on making the work to give it an original character; and the work should have been fixed in any definite medium of expression now known or later to be developed, from which it can be perceived, reproduced or otherwise communicated either directly or with the aid of any machine or device.

Section 6 of the Act further stipulates acts which are reserved exclusively for the copyright owner or anyone he authorises, subject to the exceptions specified in the Second Schedule to the Act. The acts include:

Reproduce the work in any material form; publish the work; perform the work in public; produce, reproduce, perform or publish any translation of the work; make any cinematograph film or a record in respect of the work; distribute to the public, for commercial purposes, copies of the work, by way of rental, lease, hire, loan or similar arrangement; broadcast or communicate the work to the public by a loudspeaker or any other similar device; make any adaptation of the work; do in relation to a translation or an adaptation of the work, any of the acts specified in relation to the work in (i) to (vii) of this section (Copyright Act, cap.28, LFN, 2004).

Broadly speaking, only the owner of a copyright in a work can reproduce, publish, perform, make a film or a record from a work or distribute it for commercial purpose. A plethora of literatures have established that copyright protects two sets of rights; the economic right and the moral right of an author (Okwilagwe, 2015, Korletey, 2014, Khan, 2002 and Adoki, 2002). Economic right has to do with the right of the author or owner of a copyright work to make gain and have financial benefits in respect of the work he has made. It is however noteworthy to mention that it is only the economic aspect of an author's right that can be disposed with subject to the expiration of the term of the copyright. On the other hand, moral right of an author of a copyrighted work is inalienable and sacrosanct. This right ensures that an author is duly acknowledged whenever his work is been used by affixing his or her name in such a manner to show that he or she is the originator of the work who has expended intellectual prowess to create the work. This entails that, no matter where the economic right lies, the owner of a work still retains his moral right. The moral right continues to subsist even when the author or owner of the work is dead, however subject to the expiration of the copyright.

Guobadia (1989), insists that copyright comes under pressure in a largely illiterate society like Nigeria as the purveyor of pirated audio and video cassettes, the shopkeeper who sells pirated copies of popular textbooks and the student who makes a photocopy of an entire textbook for his use are all reacting in their own way to the situation. This invariably has resulted to non-compliance with the provisions of the Copyright Law. According to Odunowo (2002), the violation of copyright legislation can lead to loss of income, discourage creativity, retard industrial, economic and cultural growth, and deprive the government a huge amount of taxes especially in copyright related industries. However, library personnel are not illiterates. They are perceived to know the law and are therefore expected to be in compliance with it since they are the custodians of most copyrighted works. A person is said to have infringed the copyright of an owner if it does an act or makes an omission not as provided by the copyright law governing the jurisdiction in question and which act also cannot be justified under the provisions of fair use. The Legal framework for copyright in Nigeria is the Copyright Act, Cap 28, Laws of the Federal Republic of Nigeria, 2004. In Nigeria, the Copyright Act established a corporate body to be known as the Nigerian Copyright Commission (NCC) with perpetual succession and a common seal and may sue and be sued in its corporate name.

According to section 15 of the Act, when any person, without the license or authorization of the copyright owner, does or causes any other person to do any of the restricted or prohibited acts in relations to a copyright work, violation of copyright is said to have occurred. Violation in this context includes but not limited to piracy, plagiarism of text, reproduction, copying with the use of photocopying machines, duplication. Ajegbomogun (2011) pointed out that one of the major ways of violating an author's right is through the means of indiscriminate photocopying of copyrighted resources.

Infringement of copyright reaps an author or owner of a work of the benefits of enjoying the fruits of his or her labour, and Adoki (2002), rightly argues that it is criminal, fraudulent and cheating to do any acts or omission which will deprive an owner of copyrightable work the benefits of his labour. Noel and Breau (2005), suggest that works of others should not be used without their permission unless the use is within the statutory exceptions provided in the law or the use has been authorized by the copyright owner. In order to promote progress and national development, the terms of the Copyright Act needs to be strictly complied with by library personnel and other stakeholders handling copyrighted resources.

METHODOLOGY

The research design adopted for this study is the descriptive survey of the correlational type. The population of the study comprised of all the 117 professional and para-professional library personnel in three selected federal university libraries in South West, Nigeria; Kenneth Dike Library (KDL) of the University of Ibadan (62), Hezekiah Oluwasanmi Library (HOL) of the Obafemi Awolowo University Ile-Ife (31) and Federal University Oye-Ekiti Library (FUOYE, 24). The total enumeration technique was used to cover the entire population size, hence no sample was drawn. The data collection instrument used for the study was a structured questionnaire constructed based on a working document, the Copyright Act. 103 copies of questionnaire were completed, returned and used for the study. The data collected for the study were analysed using the descriptive and inferential statistics. Specifically, the research questions were answered with the use of tables and percentages. Pearson Product Moment Correlation Coefficient (PPMC) was used to test the hypothesis formulated for this study at 0.05 level of significance.

Data Analysis and Results

Research Question 1: What is the level of awareness of copyright law of library personnel in selected university libraries in South West, Nigeria?

Data needed to provide answer to this research question were collected and presented in Table 1

Table 1 shows the level of awareness of copyright law of library personnel in selected university libraries. Majority 54(52.4%) of the respondents indicated that they are highly aware that copyright law governs the right of authors and owners of original intellectual works with (Mean=3.37), followed by 50(48.5%) respondents that indicated that library personnel in university libraries are to comply with the copyright law with (Mean=3.30), followed by 48(46.6%) respondents that indicated Copyright law helps authors and owners of copyright material to derive benefit of their creativity with (Mean=3.32), followed by 47(45.6%) of the respondents that indicated that copyright law protects both the economic right of owners and moral right of authors with (Mean=3.30) and 42(40.8%) respondents indicated that a copy of the current Copyright Law is placed in my library collections with (Mean=3.02). Relatively large number 56(54.4%) of the respondents are aware of having a dedicated staff that handles copyright Law issues in the library protects copyright owners with (Mean=2.87) and 53(51.5%) respondents indicated that they are aware the duration of copyright in Nigeria is 70years after the end of the year in which the author dies with (Mean=2.85). This implies that library personnel in selected university libraries are highly aware of the copyright law and they comply with the law in their respective libraries.

Table 1: level of awareness of copyright law of library personnel

S/N	Level of Awareness	HA	A	LA	NA	Mean	S.D
1.	A copy of the current Copyright Law is placed in my library collections	42(40.8%)	36(35.0%)	10(9.7%)	15(14.6%)	3.02	1.048
2.	Having a dedicated staff that handles copyright Law issues in the library protects copyright owners	24(23.3%)	56(54.4%)	9(8.7%)	14(13.6%)	2.87	.925
3	Copyright Law is effective in my library	39(37.9%)	44(42.7%)	14(13.6%)	6(5.8%)	3.13	.860
4.	The duration of copyright in Nigeria is 70years after the end of the year in which the author dies	25(24.3%)	53(51.5%)	10(9.7%)	15(14.6%)	2.85	.954
5	Copyright owners authorise the use of their intellectual works in my library	41(39.8%)	42(40.8%)	10(9.7%)	10(9.7%)	3.11	.938
6.	Copyright law governs the right of authors and owners of original intellectual works	54(52.4%)	36(35.0%)	10(9.7%)	3(2.9%)	3.37	.780
7.	Copyright law helps authors and owners of copyright material to derive benefit of their creativity	48(46.6%)	42(40.8%)	11(10.7%)	2(1.9%)	3.32	.744
8.	Copyright law protects both the economic right of owners and moral right of authors	47(45.6%)	45(43.7%)	6(5.8%)	5(4.9%)	3.30	.790
9	Copyright law provisions are binding and enforceable whenever it is infringed by any person	42(40.8%)	45(43.7%)	9(8.7%)	7(6.8%)	3.18	.860
10.	Library personnel in university libraries are to comply with the copyright law	50(48.5%)	39(37.9%)	9(8.7%)	5(4.9%)	3.30	.826

Research Question 2: What is the level of compliance with copyright law by library personnel in selected university libraries in South West, Nigeria?

Data needed to provide answer to this research question were collected and presented in Table 2

Table 2 shows the level of compliance with copyright law by library personnel in selected university libraries as majority 96(93.2%) of the respondents agreed that people who make photocopy of copyright materials should be made to fill copying request form and the library should on the average duplicate not more than three copies of scarce materials for use with (Mean=3.31 and 3.07) respectively, relatively large number 95(92.2%) of the respondents agreed that the library should have a copyright Librarian with (Mean=3.16), followed by 94(91.3%) respondents that agreed that the library should have copyright law policy that helps to guide library personnel and users on the use of copyright materials with (Mean=3.27). Interestingly, 93(90.3%) respondents agreed that the use of copyright materials should be

accompanied by an acknowledgement of the title of the work and its authorship with (Mean=2.99), followed by 89(86.4%) respondents that agreed library should receive photocopying request from individuals and other libraries with (Mean=3.16), followed by 88(85.4%) respondents that agreed that reproduced materials for educational purposes should be destroyed within the stipulated period with (Mean=2.96). Moreso, 86(83.5%) of the respondents agreed that users should sign a bond to use copyright materials within fair use provisions and users should pay for the photocopying of materials in the library with (Mean=3.11 and 3.19) respectively and 84(81.6%) respondents agreed that libraries should reproduce copies of copyrighted materials for educational purposes with (Mean=3.17).

Testing of Hypothesis

The following null hypothesis was tested at 0.05 level of significance

Ho1: There is no significant relationship between library personnel's awareness of copyright law and compliance with copyright law. Table 3 shows a significant level of relationship of library personnel's awareness of copyright law on compliance with copyright law (Df= 102, N= 103, r= .229, P < 0.05).

Table 2: Level of compliance with copyright law by library personnel

S/N	Level of Compliance with Copyright Law	SA	A	D	SD	Mean	S.D	Ranking
11	Libraries should reproduce copies of copyrighted materials for educational purposes	42(40.8%)	43(41.7%)	12(11.7%)	6(5.8%)	3.17	.857	8th
12	Reproduced materials for educational purposes should be destroyed within the stipulated period	15(14.6%)	73(70.9%)	11(10.7%)	4(3.9%)	2.96	.641	6th
13	Users should sign a bond to use copyright materials within fair use provisions	24(23.3%)	62(60.2%)	9(8.7%)	8(7.8%)	3.11	.699	7th
14	The use of copyright materials should be accompanied by an acknowledgement of the title of the work and its authorship	43(41.7%)	50(48.5%)	9(8.7%)	1(1.0%)	2.99	.798	4th
15	People who make photocopy of copyright materials should be made to fill copying request form	27(26.2%)	69(67.0%)	7(6.8%)	-	3.31	.672	1st
16	Users should pay for the photocopying of materials in the library	36(35.0%)	50(48.5%)	14(13.6%)	3(2.9%)	3.19	.543	7th
17	Library should receive photocopying request from individuals and other libraries	24(23.3%)	65(63.1%)	11(10.7%)	3(2.9%)	3.16	.764	5th
18	The library should on the average duplicate not more than three copies of scarce materials for use	37(35.9%)	59(57.3%)	5(4.9%)	2(1.9%)	3.07	.675	1st
19	The library should have copyright law policy that helps to guide library personnel and users on the use of copyright materials	27(26.2%)	67(65.0%)	7(6.8%)	2(1.9%)	3.27	.645	3rd
20	The library should have a copyright Librarian	30(29.1%)	65(63.1%)	7(6.8%)	1(1.0%)	3.16	.622	2nd
21	The library should preserve evidence of services given with copyrighted materials	34(33.0%)	43(41.7%)	26(25.2%)	-	3.20	.600	9th

Table 3: PPMC summary table showing the relationship between library personnel's awareness of copyright law and compliance with copyright law

Variables	N	Mean	Stand-Dev	Df	R	P	Sig
Library personnel's awareness of copyright law	103	44.7864	11.09995	102	.229*	0.020	Sig.
Compliance with copyright law	103	54.4660	9.14889				

Based on this, the null hypothesis is rejected. Therefore, there is a significant relationship between library personnel's awareness of copyright law and compliance with copyright law in university libraries in South-west, Nigeria. Moreso, to further understand the proportion of influence impacted by library personnel's awareness of copyright law, the determinant of coefficient r^2 $(.229)^2$ was estimated=0.0524. This implies that library personnel's awareness of copyright law factor accounted for 52.4% variation for the prediction of library personnel compliance with copyright law in university libraries in South-west, Nigeria.

DISCUSSION OF FINDINGS

The aim of this study was to investigate copyright law compliance among library personnel in selected university libraries in South west, Nigeria. This section discusses the results obtained from the data analysis to provide a clear picture of the implications of the research results in terms of the determinants of library personnel's compliance with copyright law. Two research questions were addressed and the findings are summarized below.

The findings on level of awareness of copyright law of library personnel in selected university libraries revealed that library personnel in selected university libraries are highly aware that copyright law governs the right of authors and owners of original intellectual works, library personnel in university libraries are to comply with the copyright law. Copyright law helps authors and owners of copyright material to derive benefit of their creativity, copyright law protects both the economic right of owners and moral right of authors, a copy of the current Copyright Law is placed in my library collections. It also revealed that library personnel are aware of having a dedicated staff that handles copyright Law issues in the library protects copyright owners and the duration of copyright in Nigeria is 70years after the end of the year in which the author dies. This implies that library personnel in selected university libraries are highly aware of the copyright law and they comply with the law in their respective libraries. This finding is in conformity with the definition of Princeton University Wordnet (2015), that awareness means having knowledge of; consciousness; cognizance or knowingness of something. It is a state or condition of being aware; having knowledge, consciousness or cognisant of something. In effect, awareness is revealed as the ability to perceive (perception), know (knowledge) or the state of being conscious (consciousness). Owushi (2014) in his recent study in Nigeria on copyright was conducted to investigate the librarians' awareness and application of copyright law in academic libraries in Edo State. The findings revealed that librarians in academic libraries in Edo State are aware of the copyright law and as well have working knowledge of the law.

Findings on level of compliance with copyright law by library personnel in selected university libraries in South West, Nigeria revealed that there is a level of compliance as library personnel agreed that people who make photocopy of copyright materials should be made to fill copying request form, the library should on the average duplicate not more than three copies of scarce materials for use, the library should have a copyright Librarian, the library should have copyright law policy that helps to guide library personnel and users on the use of copyright materials, the use of copyright materials should be accompanied by an acknowledgement of the title of the work and its authorship, library should receive photocopying request from individuals and other libraries, reproduced materials for educational purposes should be destroyed within the stipulated period, users should sign a bond to use copyright materials within fair use provisions, users should pay for the photocopying of materials in the library, libraries should reproduce copies of copyrighted materials for educational purposes. This is very much related to Sambe, Esoheamenagha and Gomina (2015), that compliance simply means to obey a rule or requests made by an authority. It can said to be the action or fact of complying with a wish or command. It is the state of aligning with guidelines, regulations and legislation set by outside parties such as vendors, industry organizations, government etc. Simply put, compliance is the act of conforming, acquiescing, or yielding. In the opinion of Story (2009), Copyright is "a legal system which regulates the creation, ownership, control and use, by the public, of products resulting from certain specified creative activities that are directed by the human brain which includes the writing of books." This invariably mean, copyright law across the world plays a common role of regulating the creation, ownership, protection and use of human intellectual expressions, such

as books, journals and other information resources.

Findings further revealed that sharing of library resources minimises copyright violation, the library should document violation of copyright law by its users, the library should file complaints against copyright infringers, libraries should be involved in collecting societies, library services to users such as photocopying can result in loss of income to author, the provision of photocopying services violates copyright law and the library should ensure copyright compliance by all category of users, engagement in cooperative acquisition violates copyright law were the aspects library personnel's practices constitute copyright infringement in selected university libraries. The findings agreed with the opinion of Story (2009), that copyright is "a legal system which regulates the creation, ownership, control and use, by the public, of products resulting from certain specified creative activities that are directed by the human brain which includes the writing of books." This invariably mean, copyright law across the world plays a common role of regulating the creation, ownership, protection and use of human intellectual expressions, such as books, journals and other information resources.

The results on relationship between library personnel's awareness of copyright law and compliance with copyright law shows a significant level of relationship of library personnel's awareness of copyright law on compliance with copyright law (Df= 102, N= 103, r= .229, P < 0.05). Therefore, there is a significant relationship between library personnel's awareness of copyright law and compliance with copyright law in university libraries in South-west, Nigeria. This finding agreed with the findings of Owushi (2014) in Nigeria and Korletey (2014) in Ghana on the level of awareness and compliance with copyright law which showed that librarians with high level of awareness complied with the copyright law. This could be corroborated with the fact that one can only comply or obey rules, regulations to the extent he or she is aware of it.

CONCLUSION

The study concluded that there is a strong positive correlation between library personnel's awareness of copyright law and compliance with copyright law in the selected university libraries in South West, Nigeria. The library personnel's awareness of copyright law being a potent factor and a strong determinant for the prediction of library personnel's compliance with copyright law is based on the findings on awareness which revealed that library personnel are highly aware that copyright law governs the right of authors and owners of original intellectual works and that library personnel in university libraries are to comply with the copyright law among others.

RECOMMENDATION

The study therefore recommends that library management should sensitize and make library personnel in the library to be aware of copyright law and its violation through the organization of workshops and seminars on copyright issues to increase their level of awareness in order to increase the level of compliance with copyright practices in the library.

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ICT and E- Business Culture in Nigeria entrepreneurship: A Study of Internet Business inLafia

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The ICT and E-business has driven the new economy, unfortunately not everyone is benefiting. The growing split or digital divided which breaks down along nations, economic, education and geographical lines between the information have and have not are leaving Nigeria behind in the fast pace (new economy). The new development offer opportunity to leap from the present state, but not many is aware of the linkage between IT and productivity, how it can make individuals and corporations more productive. The old principle no longer work in the new era and business has reached the old models limit with respect to complexity and speed. The real problem is ruinously dysfunctional mismatch between today business environments with the old classical model. Internet commerce gives rise to new kind of business models. The internet changes traditional business models and the nature of doing business and competition. This work examines the relationship between ICT and entrepreneurship development in Nigeria. A chi-square model is specified and estimated using primary data obtained from field survey. The empirical evidence suggest that the use of ICT facilities (the internet) can contribute to improve firm performance in terms of increased market share, expand product raged, customized products and better response to collect demand. A policy framework that would encourage the development of this sub-sector is therefore needed.

Key words: ICT, E – Business, Digital Divide, Information, models.

INTRODUCTION

The development of industry had depended a great deal on the role of the private sector. For most countries, the development process of any country is determined by the production force in and around the economy. Entrepreneurship has played a major role in the aspect. Entrepreneurship in business management is regarded as the "prime mover" of a successful enterprise, just as a leader in any organization must be the environmental change agent. Many Nigerians aspire to be successful entrepreneurs but due to certain constraints the ability of many prospective individuals to manage a successful enterprise has proved futile (Adeyemi, 2006).

Entrepreneurship in Nigeria is perceived as a major avenue to increase the rate of economic growth, create job opportunities and reduce import manufactured goods, and reduce trade deficits that results from such imports. Two approaches have been used for entrepreneurship development in Nigeria (Adeyemi, 2006); one of the approaches is concerned with the provision of generous credit facilities for small scale industries. The aim of this scheme was to give

entrepreneurs credit facilities for small scale industries. The aim of this scheme was to give entrepreneurs "seed: money. The second approach was the establishments of a training center know as Industrial Development Center (IDC). The idea of this centers was to provide facilities for on-the-job training of entrepreneurs, especially, for those in the informal sector, on various aspect of industrial management, unfortunately with the emerges of the new economy and the challenges which it impose on the business environment, these and some other initiative did not achieve the desired result and as such, most entrepreneurial ventures in Nigeria have not been successful.

To enable a company gain competitive advantage in business, 20 years ago the focus was on quality, while 10 years ago, it's was all about interaction enable by the Internet and other connected network commonly referred to as e-commerce" or e-business. It's about how quickly the nature of the business is changing and how rapidly business itself is been transacted and how access to information is empowering businesses.

The internet has indeed changed the world. A new frontier now stands before every business in the new "digital economy" of today (Awe, 2008). The internet can enable business to compete on the global basis in a way that we could not have dream of several years ago. It should therefore be the goal of every modern business manager, whether in the public or private sector, to better understand the requisite tools of the new economy, to think creatively about the future and determine how to compete successfully in the evolving global market in the new digital economy. Today no business whether big or small can afford to be indifferent to information technology. Information which is knowledge has become a most valuable commodity and it is an asset which allows business no matter how small to compete with the largest in their industry.

STATEMENT OF THE PROBLEM

The rapid pace of ICT development and the fast growth of world economy, presents tremendous opportunities and challenges to entrepreneurship especially in developing countries. Many entrepreneurial ventures in Nigeria have collapsed in the recent past due to the inability of the entrepreneurs to cope with the harsh business and economy climate prevalent in our education, rather, their knowledge is mismatched to covalent industrial and business realities due to a yawning technological gap, which is screaming for attention.

The major problem is that:

1.   ICT and e-business culture among individual and entrepreneurs in Nigeria is generally low and
2.   The development of ICT and Internet technology has provided new tools for curbing competition but it is underutilized by the Nigerian entrepreneurs.

The digital world is both forcing businesses to react to change and giving them tools by which to stay ahead of it. Information technology helps you connect your business with organizational response. Without information technology, there will be no response and no business as today "it is not the big that eat the small any longer, it is the fast that eats the slow" (Sesan, 2000). Therefore, to be indifferent to technology or ICT and the changes that it has imposed on today's business environment can be suicidal to any public or private business concern.

RESEARCH QUESTIONS

From the above problems, this study aims at answering the following research questions:

1.   What is ICT and e-business culture in Nigeria?
2.   What are the new models and paradigms needed to develop and grow a profitable business knowledge of economy in Nigeria?
3.   What are the potentials of an internet based business?
4.   What are the benefits that internet presence can provide to a business?

OBJECTIVE OF THE STUDY

It is a fact that the entire human race is bowing to probably the greatest revolution of times, the information revolution" electronic commerce (popularly referred to as e-commerce) is a dynamic constituent of this information age. This study seeks to take a good look at this tool that is redefining the structure of business and the frame of human existence. It also intends to identify the prospects for Nigerian entrepreneur and how they can manipulate it for the improvement of

their entrepreneurial abilities. Thus, the major objective of the research is:

1.   To understand the ICT and e-business culture in Nigeria.
2.   To find out the new models and paradigm that are needed to develop and grow a profitable business in the knowledge economy.
3.   To identify the potentials of an internet based businesses.
4.   To identify the benefits of internet presence provided to enterprise.

Entrepreneurship is known as the capacity and attitude of a person or group of persons or group of persons to undertake ventures with the probability of success or failure. In other words entrepreneurship posit that the individual be prepared to assume a reasonable degree of risk, be a good leader in addition to being highly innovative. Since entrepreneurship has a deal with leadership, leadership ability always determines a person's level of effectiveness. The personal, organization effectiveness is proportional to the strength of leadership and there in no success in any entrepreneurship venture without good leadership. Onifade (2004) defined entrepreneurship as the act of floating, investing and managing business for self-employment and profit making. The basic overriding objective or motive into any business is profit. Profit is therefore an incentive for investing. Entrepreneurship is the carrying out of new combinations called enterprise and the individual whose function is to carry them out is the entrepreneur. This distinction linked basic themes which are:

1.   Introduction of new product
2.   Introduction of new method of production
3.   Opening of new market
4.   New source of supply and
5.   Carrying out of new organization of industry.

   Therefore, entrepreneurship centers on innovation and the individual (entrepreneur) is regarded as foundation of a private enterprise. For Schumpeter as mentioned earlier, the entrepreneur is the center of integrated model of economic growth and development, incorporating a theory of profit and interest, as well as a theory of the business cycle and the capitalist system. The entrepreneur is an innovator, one who carries a combination of the following: The introduction of a new product; the operating of a new market. The conquest of new source of materials and organization of new industry.
   According to Say J.B (2004) views the entrepreneur in terms of the crucial role plays though not as factor of production. The entrepreneur directs the application of acquired knowledge to the production of goods for consumption. In the theory of distribution put forward by Say, a new classical economist, the entrepreneur plays crucial role, though not as a production factor. Unlike the capitalist the entrepreneur direct application of acquired knowledge to the production of goods for human consumption. Say postulated that, to be successful, the entrepreneur should be able to estimate future demand, determine the appropriate quality and timing of input, calculate probable production. As this combination is not common, the number of successful entrepreneurs is limited especially in industry. Blanch and Oswald (2008) asserted that there is certain artificiality to isolating entrepreneurship in the way Schumpeter did.
   Schumpeter admits that entrepreneur and other people, such as managers and capitalistare subject to complex behavioral motives. It has been further argued that there is a tendency for innovating forms to move beyond commercializing just one innovation and to continue striving for a competitive edge in the market place. Writers such as Kirzner (2009) maintain that there are powerful reasons for thinking that firms attempt to institutionalize the capacity for innovation in a far more permanent sense that be allowed by Schumpeter. Indeed Schumpeter came to realize this and to recognize that corporate R and D is a major source of industry innovation.

Entrepreneurship in Nigeria

Nigeria is blessed with abundant and human resources. Despite, this the economy is characterized by pervasive poverty and hunger. The factors responsible for this include massive corruption and the dominant role of the public sector in the economic life of the country (Adeyemi, 2006). However, in an attempt to reverse this emphasis are been placed on private sector as an engine for economic growth. This would bring about the existence of an active and virile entrepreneurial class in the economy.

Role of Entrepreneurship on Economic Growth and Development

The economic importance of the entrepreneur in world history has been recognized for several decades. Weber in world

history has been recognized for several decades. Weber (1920), put forward the thesis that the protestant ethic is spirit of capitalism (Green 2009). Other writers have discussed from different perspectives the importance of entrepreneurship to different countries in the postindustrial era. Recently, some development economist have said that the expansion of high grades personnel (such as entrepreneurs), rather than the increase of physical capital, is the major determinant of economic development Schumpeter (1934) who was, perhaps the first major economist to analyze the role of entrepreneurship in economic development attributed innovation to the entrepreneur. He argued that "to study the entrepreneur is to study the central figure in modern economic history".

Entrepreneurship plays the following important role in the growth and development of a country.

1.   It provides competitions in the economic.
2.   It reduces the level of unemployment.
3.   It stimulates and enhances innovation and adaption.
4.   It helps in the mobilization of capital and human resources which otherwise have been laid waste and idle, thereby increasing the utilization of virgin and reusable materials.

It is obvious that entrepreneurship contributes significantly to the growth and development of the national economy in terms of output and employment. Therefore it is necessary to build and sustain such ventures.

Entrepreneurship Development Policy in Nigeria

Over the years according to Kator (2010) the federal and state governments have played significant roles in entrepreneurship development, the federal government in the late 1980's initiated the Entrepreneurship Development Program (EDP), run by the National Directorate of Employment (NDE). Under the policy, the Federal Ministry of Labor sought to address the graduate unemployment problem through the NDE program which provided participant with the opportunities to acquire entrepreneurial skills and secure loan capital to enable them established and operate their own small scale enterprise (SME's) to this end the ministry established Industrial Development Centers in various part of the country with mandate to:

1.   Promote small-scale enterprise through the provision of extension services,
2.   Train entrepreneurs and staff,
3.   Assist with product design,
4.   Process loan application and render free of change technical and managerial services including advice on quality control, product improvement etc.

The state governments have also been involved in providing support to SMEs. Many states have small scale credit schemes which provide SMEs with financial and technical support. In the late 1980s the Federal Ministry of industry supported efforts by the state to build functional industrial estate for SMEs by the way of partial reimbursement of money actually spent on the provision fundamental estates for SME's. the work for yourself program a scheme introduced by the International Labour Organization (ILO) and the British council which aims to develop entrepreneurial skills in the sector is one of such schemes being implemented with international assistance.

Theoretical Framework

Although some people contend that the earliest begging of entrepreneurship theory data back to the writings of Richard Cantillon (2005) most scholars agreed that there were no serious theoretical studies and formulation on entrepreneurship until the work of Max Weber and Joseph Schumpeter. Although other prominent writers in the field also evolution, this research work will be based on the Schumpeter's theory of entrepreneurship.

Schumpeter Theory of Entrepreneurship

According to Schumpeter (1934) the entrepreneur is an innovator who brings about ideas from the introduction of new technological process and product J. A Schumpeter, for the first time 1934, assigns the crucial role of innovation to the entrepreneur in his magnum opus "Theory of Economic Development". Schumpeter considered economic development as discrete dynamic change brought by entrepreneurs, by instituting new combinations of production that is innovation. The introduction of new combinations of factors of production, according to Schumpeter, may occur in one of the following forms.

1.   Introduction of new products in the market
2.   The institution of a new production technology which is not tested by experience brand of manufacturer concerned.
3.   The opening of an alternative market or new market
4.   The discovering of new source of supply of new materials
5.   The carrying out of new forms of organization of any industry by creating a monopoly position or breaking up of profit.

   Schumpeter in his theory also made a distinct between an invention and innovation. He referred invention as the discovery of new method and new materials, while innovations as the utilization of inventions and discoveries in order to make new combinations. Schumpeter believed that only certain extra ordinary have the ability to be entrepreneur because large monopolist forms have advantage over small firms in the technology process. Schumpeter further established the development of technical innovation into entrepreneurial ventures is a positive step in the direction of economic development.
   For this review, the entrepreneur shall be regarded as an innovator who uses the invention or discovery of the internet to open a new market for his production in order to stay ahead of competition in formation driven age.

The New Economy and Entrepreneurship

The core element of the new economy is an explosion of entrepreneurship and innovation based on the microprocessor, or microchip, which bundles transistors on a piece of silicon. Advocate of the new economy liken the invention of the microchip to that of electricity, the automobile, air travel, the telephone and television in importance and scope. The microchip has found its way into thousands of applications. It has helped created a wide array of a new products and services and new ways of doing business. It immediate result was the pocket calculator, the bar code scanner, the personal computers, the laptop computer and more powerful business computers. But the miniaturization of electronic circuits also advanced the development of other product such as the cell phones and pager, computer guide laser genetic codes, global positioning equipment energy conservation system, Dopperrader, digital cameras and many more. Perhaps of greatest significance, the widespread availability of personal and laptop computers stimulated the desire to tie them together. That desire promoted rapid development of the internet and its many manifestation such as business-to-household and business-to-business electronic commerce. This tool constitutes a spectacular advance in ICT which has been used to connect all parts of the world (Science, 2001).

ICT and E-Business Culture in Nigeria

   Clearly, this technology is driven the new economy, but unfortunately not everyone is benefiting. There is a growing split or digital divide which breaks down along nations, economic, education and geographical lines between the information haves and have not. People business and whole communities without ready access to the internet are being left behind in the fast paced new economy. The digital divides and its implication is staggering for all of us. According to Abdulsalami (2015)
   For a country like Nigeria, the current era presents an opportunity to leap from the present state of development, inadequacy to the knowledge economy. But the question then is it and e-business regarded as a priority by the vast majority of the small business that dominates the private sector landscape or is demanded only by the usual suspects the large corporate organizations? The knowledge economy is not about digital elitism; rather it is about digital inclusion.
   Unfortunately many individual and entrepreneurs in Nigeria are not aware of the linkage between IT and productivity how IT can make individuals and corporations more productive. The knowledge economy has created tremendous needs for educated competent and creative entrepreneurs but often the pressing and immediate need of people hide the true reality. Lack of education and understanding of e-business are in fact greatest barriers to be overcome it a country must particulate meaningfully in the knowledge economy and engaged successfully in business.

New Engagement by the Internet

   The old principle no longer works in the new era.
Business has reached the old models limits with respect to complexity and speed. The real problem is a ruinously dysfunctional mismatch between today's business environments with the old classical model. Great shift's genuine and radical transformation have been shaping the economy and business environment in recent decades. Technology especially information and communication, had radically altered the requirement for building and managing business.

Internet commerce gives rise to new kind of business models. In the most basic sense, a business models is the method of doing business by which a company can sustain itself, that is generate revenue (Barreto, 2000). Business models are perhaps the most discussed and least understood aspect of the internet. The internet changes traditional business models. It changes the fundamental nature of doing business and competition. As new ways of building and delivering products and services emerge, your competition goes beyond established competitors to include new companies, in addition to new innovation idea or ways of improving existing process or product.

Overview of Internet

The internet is platform in which digital information services and systems are deployed. The internet is a worldwide collection of computer networks, cooperating with each other to exchange data using a common software standard, Gbaje (2010). Through telephone wires and satellite link, internet users can share information in a variety of forms. It offers a new global infrastructure that is changing the way scientist work and seek for information. The size, scope and design of the internet allow users to:

1.   Connect easily through ordinary personal computers and local phone numbers;
2.   Exchange electronic mail (e-mail) with friends and colleagues with accounts on the internet;
3.   Post information for others to access and update it frequently;
4.   Access multimedia information that includes sound, photographic images and even video and
5.   Access diverse perspectives from around the world.

Potential of Internet Based Business

The internet with its enormous potential to efficiency and raise productivity is a crucial component of the new economy. Internet commerce which is the most significant component of e-commerce includes consumer-retail and business-to-business transactions (Science, 2001). Today internet services are becoming available on even mobile phone making it possible to transact a wide range of transactions formally only available using a computer device. According to Pkya (2001), internet-based business has the ability to escape from geographic constraints by transferring goods and services to where they are best and/or most economically and even globally from small or medium –sized based.

Entrepreneurship the case in Nigeria

Despite the rapid growth and advantage of e-business to entrepreneur in other countries, purchase and sales over the interest has yet to materialize in Nigeria. E-commerce is increasing but still account for a relatively small share of total commerce. Broad definitions of e-commerce (which includes internet transactions) suggest that in 2000 total on-line transaction were generally 10% or less of total business sector sales and are business-to business and domestic, rather than business to consumer or cross-broader. The situation is similarly for small and medium-sized enterprise SMEs although they lack behind larger firms in internet transactions (Sesan, 2005).

ICT Development Initiative in Nigeria

In Nigeria network to enhance internet access are being expanded rapidly to take advantage of the huge potentials of ICT resources such as the internet. It is because of the realization of the economic benefits of internet that the National Communication Center (NCC) has adopted light handed regulation of the internet in order to limit its deployment, spread and usage. The National Communication Center's primary concern today remains that of facilitating the rapid expansion of the needed ICT infrastructure to facilities economic growth and development such initiative in support of this includes:

1.   The wire Nigeria initiative
2.   The state accelerated broadcast initiative
3.   The community communication center program

For small firms to adopts e-business and e-commerce strategies and tools, benefits must outweigh investment and maintenance cost. Commercial consideration and potential returns drive adaption. Beyond a certain level of connectivity to support business expansion (PC, Internet access, online information and marketing).

Benefits of Internet present to an Enterprise

According to Pyka (2002) publishing information via the internet is relatively inexpensive as compared to the traditional methods and the content published on the World Wide Web is immediately available to a global audience of users. This makes internet a vey cost effective medium to advertise a product. The internet also facilities innovation of products to meet customer taste since it can be for obtaining customer feedback about a product or service. Because feedback submitted by customers can be read immediately, it is possible to respond to various customers concerns in a timely manner, increasing customer satisfaction and quality of customer services.

At inter-firm level the internet e-commerce has a great potential for reducing transactions cost and increasing the speed and reliability of transactions. They can also reduce insufficiencies resulting from lack of co-ordination between firms in the value chain internet-based business to business interaction and real time communication can reduce information asymmetries between buyers and suppliers and build closer relations among trading partners (WHO, 2002). Resent survey of some OECD countries showed that adopter of e-commerce tends to reduce transaction costs, increase transaction speed and reliability and extract-maximum value transactions in their value chain (OECD, 2002).

Such benefits can be greater for SMES than for larger, firms. Interest and e-commerce enable SMEs that remain in local and regional market because of lack of information and marketing capable ties to again access to new customers and to expand their market geographically, internet technology makes it possible to transmit information between different systems. It can join and compete in a variety of supply chains, including those previously inaccessible because of the use of costly closed Electronic Data Interchange (EDI) networks. Though their websites, SMEs can attract potential investors and person seeking employment from abroad by providing information on their technologies and financial positions (e.g. balance sheet). Some small firms with leading edge technologies and/or unique products and online presence has receives substantial capital from large firms (Science, 2001). Moreover the internet can convey the idea of knowledge-based small business. Extensive use of ICT can allow micro-enterprises with ideas and technologies to remain small and profitable and some micro-enterprise have generated substantial global sales by exploiting their intellectual's prosperity over the internet.

According to Pyka (2001), the Internet offers unlimited shelf space; it isn't bound by operational timing and geographical boundaries and an opportunity to cater to country-wide city market (for consumer and producers alike) at a comparative minuscule cost to a larger audience. From a consumer perspective it allows greater access to market and an opportunity to make informed decision on purchases.

RESEARCH METHODOLOGY

According to Osuala (2002) research is an investigation undertaken in order to discover new facts or get additional information on a particular subject or era. It is a process of arriving at a dependable solution to a problem through a planned and systematic collection analysis and interpretation of data. The aim of this research work is to access the role that Information and Communication Technology (ICT) plays on entrepreneurship development in Nigeria using internet based business in Lafia as a case study. The purpose is to discuss the various procedures and tools that are used for carrying out the study. It includes the instrumentation, the population, sample and sampling techniques (where necessary), the sources of data, method of collection and analysis of the data collected from the field.

Research method refers to the procedure for conducting a research work. There are different methods conducting a research; they include the historical research method, the experimental research method, the survey method etc. but for the purpose of this research work, the survey method will be relied upon.

Method of Data Collection and Population of Study

The researchers use a survey method to studies either in part or in whole the population of interest. The approach is aim at discovering the relative distribution and inter-relationship of variable for this study the survey research method will be adopted for the collection of relevant data for the study. For the purpose of this research work, the direct or face-to-face administration of questionnaire will be used to gather reliable data from respondents. Due to the fact that there are very few internet based entrepreneurial ventures in Lafia, it will be appropriate to survey the entire population of such ventures which the researcher can access in Lafia.

Data Analysis and Interpretation of Data

In this study the data collected will be analyze using tables, frequency and percentages to interpretation the data

collected. Chi-square (x^2) test will be used for acceptance or rejections of the hypothesis of this research work the chi-square test is stated as: $X^2 = \sum \frac{(oij - eij)^2}{}$

Where $\sum$ = summation sign

oi = observed frequency in the jth and jth column

ei = expected frequency in the jth row and jth column

Test of Findings

This part deals with the verification of the objectives of the study

Table 1: To find out the ICT and e-business awareness in Lafia.

IHO: ICT and e-business culture is high in Lafia.

In order to test the above hypotheses, the respondents were asked the following question; do you think that ICT and e-business awareness is high among other entrepreneurs in Lafia? And the responses obtained are presented in the table 1

Table 1: To find out if there is ICT and e-business awareness in Lafia.

Variable	Frequency	Percentage (%)
Yes	2	8
No	23	92
Total	**25**	**100**

In response to the above as shown on table 1; 2(8%) of the 25 respondents answered yes while 23 (92%) of them answered no. looking at the percentage of responses, they strongly suggest that the ICT and e-business culture is low among entrepreneurs in Lafia. We will therefore accept the null hypothesis (H0) and calculated that ICT and e-business culture is low in Lafia.

Objective 2: To identify new models or paradigms that are needed to develop and grow a profitable business in a knowledge economy.

According to Barreto (2009), a business model is a method of doing business by which an enterprise can sustain itself, that is to generate revenue. For this study the internet is seen as new medium through which business can be transacted in a technologically advancing economy like that ofLafia. In order to test objective 2, the following hypothesis is stated:

H0: The internet does not provide a model for developing and growing a business in a knowledge economy.

H1: The internet provides a model for developing and growing business in a knowledge economy.

To test the hypothesis above the respondent were asked the following question; do you agree that corporate website that provides information on product, service or technology can enhance the quality of a firm's service and attract new customer? And their responses show in the table 2.

Table 2: To identify new models or paradigms that are needed to develop and grow a profitable business in a knowledge economy

Variable	Frequency	Percentage (%)
Yes	21	84
No	4	16
Total	**25**	**100**

In response to the question above as shown on table 2; 21(84%) out of 25 respondents answered yes while 4(16%) selected no as their response looking at the differences in response, they strongly suggest that the internet can enhanced the quality of a service and attract new customers. we will therefore reject the null hypothesis (H0) and accept

alternative hypothesis (H1) and conclude that the internet provides a mode for developing and growing a business in a knowledge economy.

Table 3: Identify the potentials of Internet based Business

Variable	Frequency	Percentage (%)
Yes	19	76
No	6	24
Total	**25**	**100**

In response to the question as shown in the table 3: 19(76%) out of 25 respondents agreed or answered yes while 6(24%) of them answered no. the different in percentages of responses suggest that internet based business have the potentials to grow faster than business that do not imbibe the use of internet.

Table 4: Identify the benefit that an internet presence provides to a business

It was believed that information and communication technology (ICT) and e-business application provides many benefits across a wide of intra and inter-firm business process and transactions. ICT applications improve information and knowledge management inside firm and can reduce transaction cost and increase the speed and reliability of transaction for both business-to-business and business-to-consumer transaction. In addition, they are effective tools for approving external communication and quality of service for establishing new customers.

Table 4a: The internet reduces information asymmetries between buyers and sellers?

Variable	Frequency	Percentage (%)
Yes	25	100
No	-	-
Total	**25**	**100**

On the above question as indicated in the table above, all 25(100%) respondents answered yes.

Table 4b: The Internet reduces transaction cost?

Variable	Frequency	Percentage (%)
Yes	25	100
No	-	-
Total	**25**	**100**

Table 4b above shows that all the 25(100%) respondents agreed that internet transactions reduce transaction cost.

Table 4c: The internet increases the speed of transaction?

Variable	Frequency	Percentage (%)
Yes	22	88
No	3	12
Total	**25**	**100**

Base on the question above as indicated in table 4c, 22(88%) of the respondents answered yes while 3(12%) of them disagree.

Table 4d;HasICT in general increased your relationship with your trading partners?

Variable	Frequency	Percentage (%)
Yes	25	100
No	-	-
Total	**25**	**100**

From the above question as indicated in table 4d all the 25 (100%) respondents agreed that ICT has increased their relationship with their trading partners. The responses obtained from the questions asked as indicated by the tables above strongly suggested that there are strong benefits associated with internet commerce. This will lead us to rejecting the null hypothesis and accepting significant benefits to an enterprise.

FINDINGS

This research work aims at investigating the role of information and communication technology on entrepreneurship in Nigeria. Two (2) basic investigations were stated:

HO = there is no significant relationship between ICT and entrepreneurship
H1 = there is no significant differences between ICT and entrepreneurship

To test the above findings, two questions such as what was your initial motive for internet commerce and do you think that internet business use have potentials to grow faster business than those who do not use the internet; responses are cross tabulated below.

Cross-tabulation between the entrepreneurs initial motive for internet commerce and whether internet based business have potentials to grow faster than business that do not use the internet.

Table 4e

Variable	Yes	No	Total
Reaching new and more customer	2	1	3
Geographical expansion of Market	5	5	10
Improvement of service quality	12	0	12
Total	25	100	

Chi-square Test

	Value	Df	Asymp. Sig (2-sided)
Person chi-square	7.639	2	.022
Likelihood ratio	9.872	2	.007
Linear by-linear association	4.469	1	.035
No of valid cases	25		

From the tabled 4c above out of total responses, three (3) of the respondents attributed their initial motive for internet commerce to reaching new/more customers and from the result of their decision two (2) of them agreed that interest based firms have potential to grow fast than business that do not use the internet. More so, ten (10) of the respondent attributed their decisions for internet commerce to the geographical expansion markets and from the result they obtained, five (5) of them agreed that internet based firms have potentials to grow faster than firms that do not use internet while five (5) disagreed.

Furthermore, twelve (12) of the respondents attributed their decision for internet commerce to the improvement of service quality and from the result they obtained all twelve (12) agreed internet based firms have the potential to grow faster than business that do not use the internet. From the result above we see a larger number respondents agreeing to the fact that internet based business potential grow faster than business that do not use the internet because the internet has helped them in achieving their objectives which led to the growth of their business.

The chi-square test the relationship stated above at 2 degree of freedom gave a person chi-square asymptotic significant value of 0.022 which is hypothesis (H0) and accepts our alternative hypothesis (Hi) and conclusion there is significant relationship between ICT and entrepreneurship.

CONCLUSION

From the investigation carried out, it can be concluded that the use of ICT can contribute to improved performance in terms of increase market share, expand product range, customized products and better response to client demand. Moreover, it indicates that ICT may help reduce inefficiency in the user of capital and laboure.g.by reducing inventories and that the more customers or firms are connected to the network, the greater the benefits (spillover effect). However, the analysis shows that complementary investment in skills organizational change and innovation are keys to making ICT work and that the use of ICT affects firm's performance primarily when accompanied by other changes and investments and that without these economic impacts ICT may be limited. Therefore policy frameworks that will encourage entrepreneurship to adopt ICT facilities are needed in Nigeria.

RECOMMENDATION

Policy initiatives should aim at facilitating entrepreneurs' participation in product sectors value chain and providing them with information to assess the opportunity and cost of e-business. Policies that will affect the adoption and use of e-business strategies should include those designed to expand and improve the quality of network infrastructure and legal and regulatory environment, foster technological diffusion and create a favourable business environment. Beyond these general framework policies, specific policies for entrepreneur should focus on ICT and e-business awareness program, business consultation services and employee and management training to enhance ICT and managerial skills.

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Full Length Research

An Overview of National Policy on Information in Nigeria

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The paper discusses the National Policy on Information in Nigeria. Thus, an Information Policy for Nigeria is most desirable in the face of the emergence of an information society. The paper describes the concepts of Policy, Information Policy, Information Society, the National Policy on Information, the objectives and features of national policy on information, traceable information policies in Nigeria and information policy instrument in Nigeria. The paper also believes that information policy is a plan for the development and optimal utilization of information technology (IT), data resources and services Information policy provides guidance for the design of a strategic programme for the development and use of information resources services and systems. The purpose of this paper is to present an overview of National Policy on Information in Nigeria. The paper also believes that national policy on information can be traced amongst the various bodies involved with information production and distribution. The paper concludes that a National information policy will complement globalization with guidelines that allow the benefits of globalization without jeopardizing internal security and survival of the economy as well as ensuring proper packaging of information by determining the nature and format of information resources to meet local needs. The paper suggested that national information policy must address the need to ensure that there is sufficient supply of appropriately skilled information specialists to maximize the value of information for individual users and organizations through processes of collection, organization, storage and dissemination.

INTRODUCTION

Information refers to some meaningful message transmitted from source to users. In this process information may be stored in information products and services organised for the purpose of providing a memory in numerical, textual, sound and image forms. Information is invaluable at all times and in all circumstances, especially to national development. Information can be communicated through interpersonal channels. Relatedly, information service has a social connotation in that it is responsible for the organizing, storing and dissemination of ideas. It is impossible, that without the transmission of thought or information for the human civilization to have survived and achieved what it has today in terms of culture, language, speech, science and technology and social organisation (Adomi, 2008).

Historically, the use of language which followed logically predated the written word. Graphics were some of the mechanical facet of communication. Today we are very much familiar with 'recording' and the impact of information communication technology (ICT) on information activities. Thus, it could be said that the development of civilization as

we know it today is largely due to man's ability to exchange information and ideas.

Concept of Policy

A policy is a conscious scheme or plan of action that is intended to guide decision making in order to attain set objectives as well as expected outcomes. A policy is a set of principles which guide decision making (Htwe, 2007). A policy is deliberate plan of action intended to guide decision and to achieve rational outcome (s). The term may apply to government, private sector organizations, groups and individuals (Wikipedia, 2019). Policy provides a framework against which proposals r activities can be tested and progress measured (Spasoff, 1999; cited by Htwe, 2007). A policy which is a set of principles and strategies which guide a course of action for the achievement of a given goal may be developed at the organizational or institutional level (Micro policies) or at the national, regional or international level (micro policies). Polices are embedded in the so called policy instrument. These can be the following kinds of legal instruments (constitution, parliamentary acts. Laws, regulations, international treaties etc.), professional instrument (code of conduct, professional ethics, service guidelines, etc.) and cultural instruments (customs, beliefs, traditions, social values, etc.).

Policy statement usually, but not always, formalized set forth the goal, a vision, a direction, organizational values and norms or other kind of guiding principles which a group, enterprise or nation intends to follow or adhere to in the pursuit of its everyday endeavours (Olatokun, 2005). The goals of any policy may vary widely according to the organisation and in the context in which they are made. Broadly, policies are instituted in order to avoid some negative effect that has been noticed in the organisation, or to seek some positive benefit. Given the above scenario, the concept of policy is defined differently by different people. However a typical policy has the following attributes—a scope, a mechanism; an action. Each rule defines a scope initiating the policies; a framework or structure which embodies the mechanism of the policy implementation and the action which is the effects of the policy on national programmes and events. The policy which comprised set of rules, principles and regulations that guides the development, acquisition, utilization or transfer of information is however regarded as Information Policy.

Information Policy

Information policy as any written or unwritten law, regulation, rule or practice that affects the creation, acquisition, organization, dissemination or evaluation of information. According to Montviloff, (1990) cited in Adomi (2008) information policy provide guidance for the design of a strategy and programme for the development and use of information resources, services and systems and that a policy on information or information policy is a set of such policies. An information policy can be formulated at the institutional, national, international or regional level. Information policy, in its broadest sense, is the set of rules, formal or informal, that directly restricts, encourage or otherwise shape flow of information.

Information is the basic coin of librarianship, so information policy which is roughly defined as the wide array of miles and policies that govern the handling of information is central to librarian's work. Laws regarding copyright, access to government information, personal privacy, freedom of speech and the like set the information "rules of the road" for our society and thus influence the operating policies, services, and even the fundamental mission of libraries. Librarians must obey, and in some cases, even enforce information policies (Weingarten, 1996 in cited in Adomi, 2008). Sometimes, information policy is associated with government regulations which focus on such areas as telecommunications, copyright, intellectual property and information technologies for public, educational and industrial uses (Burger, 1993, Cited by Kargbo, 2006). Some information policies can be enforced in the library. Libraries are instruments of information policy in that they serve various public purposes regarding information. They provide access to the information, archiving, organization, education and literacy and so on (Weingarton 1996). Libraries are critical information providers and part of their function is to make policies. The policies that they adopt on selection, organization and dissemination of the information they possess, determine to a great extent, their effectiveness. Thus, the concept of information society cannot be played especially in its efforts in which a society can access, share and utilize available information will greatly determine their economic well-being

The Information Society

In the era of information society, it is information that is the most essential factor of production and wealth creation. How well an individual, an organization, an entire society can harness, access, share, and make use of available information

will ultimately decide their ability to generate economic growth and to enhance the quality of life for all. The information society has a great impact on issues bordered on information policies. One way to capture the information environment is to consider how information activities takes place amongst individuals and institutions who are involved in the day-to-day processes of information creation, dissemination and use in the society. Information broadly represented can therefore be said to be any message to be conveyed from one source to another source or destination. Information created is embodied in different forms, which are represented as formats or channels of communication (Uhegbo, 2004).The forces that are shaping the information society are the information components. These are: information creating activities; information products; information distributors; information dissemination; and, information users. All these components can be referred to as stakeholders in information policy (Yusufu, 2009).

The importance of information in our society can hardly be overestimated. As we increasingly recognize the critical nature of information, policies that affect information organisation, use, and dissemination become equally critical. There are a variety of stakeholders in the information policy process, stakeholders who are deeply concerned about information from a legal or political perspective. Such stakeholders include:

- Business and industry—these are very active in influencing policies that will affect the dissemination of information and also are interested in both the discovery of new knowledge and the organisation of current knowledge.
- Government ministries and parastatals which are responsible for information activities of government. These include: Federal Ministry of Information, Youth and Culture; Federal Ministry of Education; Federal Ministry of Science and Technology; Federal Ministry of Tourism; Federal Ministry of Transport and Aviation; Federal Ministry of National Planning; National Communication Commission; National Census Commission; Independent Electoral Commission and others (Yusufu, 2007).

The information society generates and consumes great amount of information and at the same time information technological process has made it easier to process, share, and communicate information and knowledge in new ways. Alone, the ever accelerating internets generate innumerable quantities of information supported by a decrease in telecommunication cost as well as in hardware prices. However, the huge amount of information available also creates a number of different problems because it is difficult to access exactly what information are available and how specific groups or citizens may get it (Niegaard, 2009). From the foregoing, the concept of information society is however significant in creating a National Policy on information. This is because National Policy on Information is a plan for the development and optimal utilization of information resources and services either at the institutional, national, regional or local level.

National policy on information

The need to have a 'national policy' that will stimulate a cohesive information generation and dissemination environment has been discussed severally. According to Uhegbo, (2004) information policy is one of many different types of public policies that governments make. Nigeria is a very large country, socially and culturally diversified. It is the most populous country in Africa potentially a leading force in the international arena. Nigeria is endowed with an abundance of human and natural resources; it is in a continuum of socio-economic restructuring and adjustment. Civil rule and participatory politics; economic reforms; social reforms; educational reforms; science and technology drives; these are all areas of paramount importance for the future of the nation. In the face of all these social and political uncertainties lies the dynamics of social cohesion. The role of information in the survival of Nigeria cannot be overemphasized.

National information policy, including considerations of informatics and telematics are a key to coping with the prevalent challenges of the information society. There has to be a total re-examination of traditional policies in the virtual, interactive, highly volatile reality of cyberspace, particularly in a framework of legal and ethical issues (UNESCO, 2014). An information policy is a plan for the development and optimal utilization of information technology (IT), data resources and services Information policy provides guidance for the design of a strategic programme for the development and use of information resources services and systems. An information policy can be formulated at various levels – institutional, national, regional or international level.

The formulation of a national policy on information according to Montviloff(1990) cited in Adomi (2008) sets up therefore a strategy for the following series ofaction:

- Design of a plan of action for the development and operation of information services and systems fully integrated in the country's national development plan
- Launching of information programmes coordinated and integrated the plan of action

- Implementation of information projects at the most appropriate place and date
- Optimum operation of information services and systems.

Objectives of National Policy on Information in Nigeria

A national information policy will help ensure proper packaging of information by determining the nature and format of information resources to meet local needs. The objectives of a national information policy according toMontviloff(1990) cited in Adomi (2008) are as follows:

- Provision of relevant, reliable and timely information/data at a reasonable cost to all those contributing in various ways to the achievement of the national development goal, e.g. researchers, engineers and technicians, development planners, policy makers, administrators, extension workers, paraprofessional farmers, and entrepreneurs.
- Preparation and implementation of the plan of action for the establishment and operation of a national information system based on the existing infrastructures, the co-ordination of the various systems and services, the identification and correction of deficiencies, the filling of gaps and the productive interaction with regional and international information systems and programmes.
- Ensuring support for the components of the national information systems including information manpower, facilities and technologies through public and other forms of financing and collaborative arrangements.
- Ensuring cohesiveness and sustained growth of the national information systems by formulating and prescribing policies and guidelines for assigning areas of responsibilities, choice of means and method priorities, financial arrangements and coordinating mechanisms in consonance with the country's development objectives and plans and its political, social and cultural specialties and government structures as these evolve with time.
- Ensuring support for research on information related theories, practices, education, training for information generation, transfer and use.

National information policy will therefore specify how libraries in Nigeria will go into cooperative resource-sharing either among themselves or with those overseas. Resource sharing is a delicate enterprise and therefore requires carefulness and caution. For instance, what kind of audio-visual accessories, equipment and personnel that should be shared between local libraries and those overseas will be streamlined? A national information policy will help to streamline both the nature and format of information resources that will be made available to Nigerians (Adomi, 2008).

Features of a National Policy on Information

A National Information Policy will help to strengthen information infrastructure by specifying how resources will be organized and managed. In the view of Montviloff(1999) cited in Adomi (2008), information policy closely interacts with not only policies in libraries and archive but also with policies in such rapid converging fields as informatics and telecommunication; information policies often respond to specific stimuli at specific period of time and must therefore be flexible. However, the growth of the national information resources and services can take place in various situations:

i.   Countries which have poor information infrastructures and no policy, which is often the case of the least-developed countries;
ii.   Countries which have information infrastructures but have no policy; this could be either advanced-developing countries or developed countries which have established already some information services but have not clearly identified a national agency or legislation on the matter;
iii.   Countries which have an information policy but little or no information infrastructure; these can be developed or developing nations which have already worked on the formulation of a legislative framework;
iv.   Countries which have elaborate information infrastructures or policies, these are advanced countries which do not lack policies; but lack harmonizationintheirproliferation.

Scope of National Information Policy

The scope of most information policies can extend beyond the walls of the library; for instance, telecommunication policies, copyright laws, national information and communication technology policy (ICT), information technology policies (TC), etc. Notwithstanding, the concepts of connectivity, content and competencies are three main areas of concern that can be identified for: national information policy (Ornager, n.d. cited in Adomi 2008):

Connectivity: Ideally it incorporates three areas which are information networks, access and interoperability. For creating the information networks, a policy should set out a strategic approach to the development of the country's information networks. It should provide framework within which public and private investments can be planned. It should specify the preferred approach to regulation ensure that the networks operate efficiently and for the public good. The provision of global access requires that networks are available as widely as possible in institutions and homes. The policy should specify a strategy to ensure access for key organizations and individuals such as schools, libraries and those in isolated rural areas. Pricing strategies should not exclude people from network access.

   In order to ensure interoperability, one has to focus on the different devices making up the ICT. Giving the rapidly changing technological environment, there will be a variety of technological networks and platforms that can be used to deliver information including computers, telephones and digital television. The policy should include provision to ensure that there are no barriers to the citizens from absence of interconnectivity between the networks.

Content: includes the creation of core content, ensuring delivery of the same, protection of the citizen and provision of free access to core information. In creating core content for the public good, a great amount of public information will be needed in an information society. Much of this needed to be provided by public sector institution working when necessary in collaboration with the private sector. The policy should therefore set out a strategy that will ensure that public support is available for the development of needed information content (Adomi, 2008).

   In order to ensure effective delivery of content, the creation of digital content alone will not be sufficient. Effective delivery over the network requires the development of appropriate information retrieval aids and navigation tools. Government department and agencies must seek Innovative ways of presenting information to the citizens cutting across institutional boundaries to ensure target markets are reached efficiently; training and awareness programmes will be required. The Policy should indicate how these issues are to be addressed.

   Ethical issues like protecting the citizens require regulatory Mechanisms. The information policy should address a range of legal and regulatory issues including privacy and data protection, Intellectual property rights, censorship and fraudulent use of the networks and to legal deposit of intellectual property. The rapid development of e-commerce will generate further requirements for regulation in the consumer interest. To ensure the rapid take-up that the government seeks, the e-envoy will need to make issues of consumer confidence a priority. To have free access to core information, a policy will need to cover rights of access to information. Already individuals have rights in some countries to access personal information about themselves and there are some rights of access to local government information(Ornager, n.d).

Competencies include the development of universal information literacy, the supply of information specialists and the creation of information strategies for organizations. To develop universal information literacy, effort is needed to develop a base level of information literacy for everyone. The policy should set out a strategy for the achievement of this. It should encompass a wide range of skills including numeracy, literacy, computer and information retrieval skills. It must be delivered at a variety of levels throughout the formal and informal education process, and it should take advantage of the full range of delivery methods now available, including digital networks (Adomi, 2008).

Information Policy Instrument in Nigeria

Since the 1990s, efforts are being intensified for the formulation of information policy instruments by different bodies or stakeholders. Some of these efforts can be traced to: Mass media practitioners; Librarians/information scientists; Computer Association of Nigeria; Ministry of Science and Technology; and several other government ministries and parastatals (Yusufu, 2007).

   The Ministry of Information, Youth and Culture, for example, has several parastatals and departments which are responsible for administering and implementing information policies. For examples, the Department of Culture is responsible for the formulation and execution of the national cultural policies for the promotion ofall national cultural activities through the National Commission for Museums and Monuments and the Council for Arts and Culture. This body is responsible for the policies guiding national museums. The national museums contain artifacts that are of value

to the historical heritage of our nation (Alabi, 2003).

The National Library of Nigeria is a parastatal under the Ministry of Education. In its crusade for an information policy in Nigeria, the Nigerian Library association has organized several seminars, workshops, conferences with a view to coming out with a blue-print to enable the government formulate an information policy. For example, "Draft of the National Policy on Information Resources and Services" was produced at an NLA conferences held at ASCON, Topo, Badagry. Amongst others, the 'draft'recommended as follows:

i.   All information must be available to all people, in all formats purveyed through all communication channels and delivered at all levels of comprehension.
ii. All types of information resources and services produced in Nigeria constitute a vital investment in the national development efforts.
iii. Such information should be systematically collected, preserved and effectively managed as basic inputs to national development efforts at all levels.
iv. Endogenous information and indigenous knowledge must be regularly integrated with externally generated information on Nigeria's development, as well as with relevant information on the development of other countries.
v.   Nigeria's information resources and services must be organized in space and time so that waste is avoided or minimized. In particular, the acquisition, storage and sharing of information resources and services must be rationalized to ensure the optimal utilization of human, material and fiscal resources in national development.

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vii. Information resources in all forms – oral, book, serials, print, electronic media, etc. must be harnessed and repackaged, using the most cost effective processing, communication and transport technologies available to deliver appropriately targeted information to all categories of Nigerians, and especially the illiterate and rural population who constitute more than 80% of the population (Ayo, 2000 in Yusufu, 2007).

Under the National Library, a National Information and Documentation Centre (NIDOC) was established as a bibliographic and numerical databank of information for the social and economic development of the country. And, as a focal point for the exchange of information, NIDOC intends to coordinate a network of participating centres in Nigeria. Alabi, (2003), NIDOC is envisaged as a pivot information centre for the dissemination of intellectual information resources in formats such as database, indexing and abstracting services.

Traceable Information Policies in Nigeria

Information policies are roughly seen as array of rules and regulations that govern the handling of information. Information policies can be identified in the various bodies responsible for information services both in the private and public sector. Thus, information policies are associated with regulations which focus on such areas as telecommunication, copyright, intellectual property and information technologies for public, industrial and educational uses (Burger, 1993 in Kargbo, 2006). Even though in Nigeria, a single paper on National Information policy does not exist, there are still traceable documented information policies on copyright, collection development, information technology among others.

Copyright policy

Copy right could be classified in terms of items, rights and term. The items cover the areas of original literary, musical, dramatic and artistic work; cinematographic films, sound records and protection of the form but not the ideas. The rights cover the classes of right of reproduction, right of distribution, right of public performance, right of broadcasting, right of adaptation, right of sale, rental and hire and right of translation. The term covers; life plus 50 years to the author of the work and fifty years in case of other works (Rao, 2003)

Various bodies/organizations/institutions issue statements intended to provide guidance on copy-right matters. Some of them are:

1. **International organizations:** Example of this is WIPO- World Intellectual Property Organization.WIPO is a specialized agency of the United Nations that is dedicated to developing a balanced and accessible intellectual property (IP) system, which rewards creativity, stimulates innovation and contributes to economic development while safeguarding the interest of the public. WIPO was established by the WIPO Convention in 1967 with a mandate from its member states to promote the protection of IP throughout the world through cooperation among states and collaboration with other international organizations. Its headquarters are in Geneva, Switzerland. WIPO currently administers 24 treaties (three of those jointly with other international organizations). These are categorized into three (WIPO, 2007): IP Protection; Global protection system and Classification.

2. **National Governments:** The second body that can issue/make copyright statements/laws/policies is national government while international copyright laws are adopted /applied by member by member states; national copyright laws are applicable to individual countries that make them. A national copyright law is normally enacted, promulgated or made by the government of the country to regulate intellectual property in the country. An example of a national copyright law is the Nigerian Copyright Act 1990 amended copyright (Amendment) Decree NO 42 of 1999 (Federal Republic of Nigeria, 1999).

3. **Professional associations:** An example is the International Federation of Library Associations and Institutions (IFLA), which has issued "IFLA position on copyright in the digital environment" (IFLA, n.d.). Another is the American Association of Law Libraries (2001).

4. **Publishers:** An example is the Emeralds Copyright Policy meant to promote and protect the interests of authors and the organizations interest in creativity (Emerald, n.d).

5. **Libraries:** Another body which makes copyright statement/policy is the library. A library's copyright policy is normally derivable from the existing applicable international professional and in particular the country's copyright laws.

Collection Development Policy

A collection development policy is a written statement of libraries' intentions for building its collection. It describes the collection's strengths and weaknesses and provides guidelines for the staff (Arizona State Library, Archives and Public Records, 2003). The American Library Association (1987) describes collection development policies as documents which define the scope of library's existing collections, plan for the continuing development of resources, identify collection strength, and outline the relationship between selection philosophy and the institution's goals, general selection criteria and intellectual freedom.

Collection development policies guide a library on issues and processes of selecting information materials to satisfy users' need. It spells out issues related to contents of the collections, format of the collection, the responsibility of selecting and acquiring information resources. It provides criteria for monitoring and evaluating the effectiveness of a developed collection in meeting the needs of the library patrons (Kiondo, 2004). The use of collection development statements has, in all types of libraries, been a standard practice (White and Crawford, 1997). A collection development policy statement serves many functions beyond being merely a tool for selection of resources. In addition to describing current collections, it compels the staff involved to (re) consider the aims and objectives of the organization, both long and short term, and the priorities to be attached to different activities. It assists with budgeting, serves as communication channel within a library and between the library and outside constituents, supports cooperative collection development, prevents censorship, and assists in overall collection management activities including the handling of gifts, selection of materials and serial cancellations (IFLA, 2001).

Collection development policy is very important to the library as its assists staff build a balanced and healthy collection which can meet user's information needs. Johnson (1994) asserts that "libraries without collection development policies are like business without plans" producing one is commitment as it takes time and careful consideration to develop a useful and relevant document. Once the document is completed and the library board/committee has approved it, it is a good idea to put the collection development policy on the World Wide Web (the library's website) as an example for other librarians so that it is available beyond the library's local community (Arizona State Library, Archives and Public Records, 2003). According to IFLA (2001), the purpose of documenting a collection development policy in a library is subjected to selection, planning, public relations and wider context.

Information and Communication Technology Policies

Information and communication technology policy is an official statement which spells out the objectives, goals, principles, strategies etc. intended to guide and regulate the development, operation and application of ICT. ICT policy generally covers three main areas (APC, n.d in Adomi, 2008) telecommunications (especially telephone communications) broadcasting (radio and television) and the internet. It may be national, regional (and or sub-regional) or international; each level may have its own decision-making bodies, sometimes making different and even contradictory policies.

ICT policies must take into account other policies such as education policies, information policies, trade and investment policies and cultural and linguistic policies, even when promulgated as distinct policy statements. The mere establishment of written national ICT policy, however, has value in itself. At a minimum, it conveys the message that the government is forward looking and intends to pursue the utilization of ICT in the society. Government should aspire, of course, to do more by putting the policy content into actual practice and becoming a role model in applying ICT in their administration and services (UNESCAP, 2007). An ICT policy framework is recognized as an important step in order to create an enabling environment for the deployment of ICTs and their uses in social outcomes (Njugana, 2006)

CONCLUSION

The importance of National Information Policy cannot be downplayed. National information policy will complement globalization with guidelines that allow the benefits of globalization without jeopardizing internal security and survival of the economy.With a national policy, pirated and adulterated materials, the dumping of useless and toxic publishing materials such as ink, paper, and equipment and facilities will be checked. Thus, a national information policy will help ensure proper packaging of information by determining the nature and format of information resources to meet local needs. Book and non-book material that violates local content specifications will no longer be allowed into the country. Internet service providers could no longer expose young Nigerians to inappropriate content. Conclusively, information policies can be identified in the various bodies responsible for information services both in the private and public sector. It should also be appreciated that though a single white paper on 'national information policy' do not yet exist; it is however business as usual for most information industries and stakeholders. In the main, a single information policy for the country should be able to address five basic cornerstones of information activities. These are:Free access to information; Information Security; Information storage and retrieval; Information dissemination especially to rural areas and the less privileged. One way of ensuring maximum use of information is by packaging it in a form that the target audience will appreciate. This involves understanding the literacy level of the country, its ethics, norms, and values, gender and age composition, and numbers and kinds of physically-challenged persons (Nwokocha, 1998).

RECOMMENDATIONS

The paper suggested the following recommendations:

- The national information policy must address the need to ensure that there is sufficient supply of appropriately skilled information specialists to maximize the value of information for individual users and organizations through processes of collection, organization and dissemination.
- The National Information Policy should, in addition, establish a framework to promote information strategies for organizations.
- Government departments should develop a comprehensive set of information policies to maximize the impact that information can have on consumers and service managers. Similar approaches are needed by other publicly funded bodies.
- Information skills handling should be explicitly identified in any national initiative designed to improve management and human resource skills.
- In this regard, publishers and other dealers in the information industry will be able to know and understand how to package their products to meet local conditions and sensibilities.

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Full Length Research

Information Needs and Seeking Behaviour of Village Library's Users

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The present survey deals with information need and seeking behavior of village library's users of Goli Village of Karnal District. To identify the purposed of seeking information and preferred information source, a survey on a structured questionnaire based was conducted by the researcher. A sample of 150 users of Goli village library was selected on the purposive sampling technique to collect the required data. Out of 150 questionnaires, a totalnumberof142questionnaireswasfilledout from the villagers who are visiting the village library. As a result found that rather than female respondents, the village library is more used by the male respondents. The study reveals that the majority of respondents are needed for job/recruitment, general knowledge & news update (92.96 percent) and education (84.51 percent) related information.

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INTRODUCTION

Withoutinformation transformation, growth of civilization isvery hard. In the digital era, the information needs of a user are increasing day by day. In fact, information is a basic need for everyone in today's life.To fulfill their required information need, everybody going on many traditional sources like books, magazines, and newspapera swellaselectronicsources like websites, e-books, blogs, social networking and so on.But in the context of villagers, most of the information seekers use to tradition source for their needed information.In an urban area, there are many sources for getting information rather than rural areas. To fulfill the information need of urban users, there are many traditional and electronic sources available. But in a rural area, due to lack of internet access and electronic sources, they depend on traditional and limited source for seeking their needed information. Villagers are mostly used to limited traditional sources likebooks, magazines, newspapers, and the library.While, According to Census Report 2011, 70 percent population of Indiaislivinginvillages that arethebackboneofIndianeconomy.Themain source of information seeking for villagers is a traditional source and village library but due to rapid change in technology villagers also connecting and using ICTgazettes.

About Goli Village

Goli is a village located in Assandh Block of Karnal district in Haryana. Positioned in the rural area of Karnal district of Haryana. As per the constitution of India and Panchayati Raj Act, Goli village is administrated by Gram Panchayat. The

total geographical area of Goli village is 819 hectares. Goli has a total population of 4,438 peoples. There are about 747 houses in Goli village. In recent years the Central and the State Governments have taken some steps to improve the condition of the villagers. National Rural Livelihood Mission, Solid & Liquid Waste Management, NREGA, Indira AwasYojna, andPanchayati Raj are important steps taken in this direction. The local languageofGolivillageisHindi.In the village, a village library is alsoestablished which include a collection of 1200 books, two newspapers, and fourmagazines. All books are donated by the villagers.

OBJECTIVES OF THE STUDY

Main objectives of the present study are the following:

1. To Identify the information needs of Goli village library'susers
2. To identify the source of information searched bythem
3. To identify the information seeking behavior of the village library'susers
4. To identify the barriers in informationseeking.

The Need of Present Study

Information is playing the main role in the development of any country. So, it's a based requirement to know the need for villagers and seeking behavior. The researcher tried to access toinformation required by villagers and tried to get the answer of the followingquestions:

1. What kind of information is sought byvillagers?
2. What methods are used for seeking requiredinformation?
3. What types of problem they are facing during seeking information and how tosolve?

REVIEW OF LITERATURE

On information needs and seeking behavior, there are many research works available. Reddy (2018) stated in his study the information needs of a rural community in Nuvvurupadu Gram Panchayat of Atmakur Mandal of S.P.S.R. Nellore District, Andhra Pradesh. In his study found that all the householders need information on food nutrition, clothing, health and child care, political information, law and order, recreation, consumer goods, cultural aspects, spiritual and religious aspects, and government welfare schemes. Among the state government welfare schemes, villagers are requiring information on Aarogya Sri and ChandrannaBima Scheme. Aslam (1998) stated in his study the importance of rural libraries to be reshaped as community information centers. This study find out library work as a information centers like providing easy access to necessary information,serve as centre for educational & cultural activates, provideaccess tonon-printmediasuchasradio,TV,audio-video tapes and develop the effective communication strategy with appropriate media mix suchas print material, Figures and graphics, posters and non- printmediatoeducatetheruralpopulace.Sinha& Das conduct research on information needs and seeking behavior of a rural population of Barak Valley, South Assam. In their research findings reveal that majority of the respondents belong to the age group of 16-25. The study also reveals the fact that the maximum demand for information from the respondents was from employment-related information. According to the survey, a major of respondents get their sufficient information from television and newspapers which are very much popular and widely available. Ramayan&Chandrakumar (2007) stated conduct research on "public libraries are knowledge resource center: an overview of Tamilnadu public library system". They stated that the public library system is unable to cope up with the proliferating quick changing information and communication technologies. It's also stated that the existing public library acts in the several states are in primitive nature and they need drastic immediate revision. Sasikala (1994) examined the information seeking behavior of managers working in twenty different industrial organizations of Andhra Pradesh. It was found that senior and middle managers used information more than junior managers. The survey shows that the managers occasionally visit libraries; they try to satisfy their information needs from other sources. Singh & Kumar (2019) conduct a survey on information needs and seeking behavior of village library's users of Kiwana of Panipat. As a finding, they found that a majority of respondents are visited the village library to fulfilling the information needs. Villagers of Kiwana are getting information through printed resources like books, newspaper, and magazines as well as electronic

resources like the internet, TV, and radio. Most of the villagers are seeking information for entertainment, education, local and national news on sports, and job-related recruitment.

RESEARCH METHODOLOGY

Toknowtheinformationneedsandseekingbehaviorofvillage   library's   users   of   Kamal   District, asurveymethodwasadoptedbytheresearcher.As a research area, Goli village library is selected for data collection. A structuredquestionnairewas used as a data collection tool. Before the final data collection, a pilot test was also conducted. For the purpose of the study, Out of 150 questionnaires, a total number of 142 questionnaires were filled out from the villagers who are visiting the village library. All the findings have been presented in the form of Figures.

Data Analysis

Dataanalyzedandinterpretedisthemostimportantpartofanyresearchwork.Onthebasis of filled up questionnaires, the data has beenanalyzed.
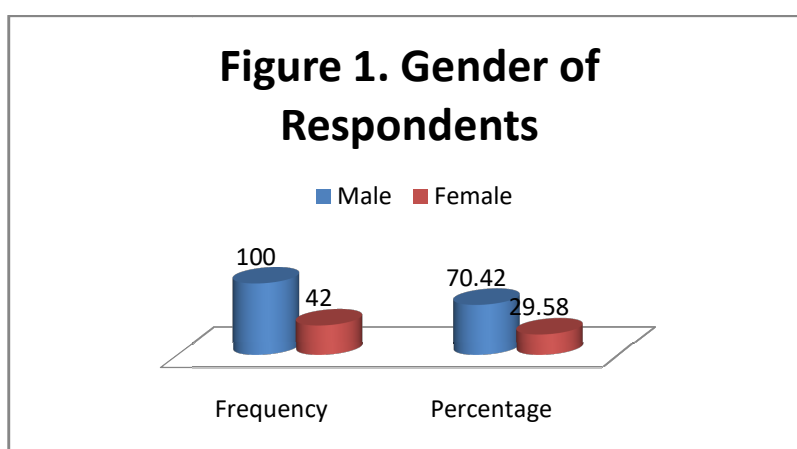
Figure1. Shows the demographic information of respondents. In the Figure, listed the gender wised is tribution of respondents under the study and it was found that 70.42 percent of respondents are male while 29.58 percent are femalerespondents.
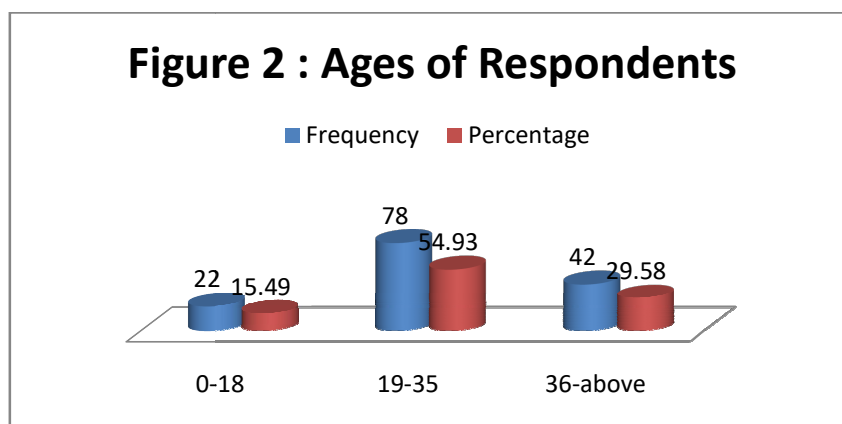
Figure 2. listed the age wise distribution of respondents under the study and it was found that15.49 percent respondents are below 18 years of age group, 54.93 percent respondents are19- 35 years of age group while 29.58 percent respondents are above 36 years of age group.

Figure 3 : Level of Education
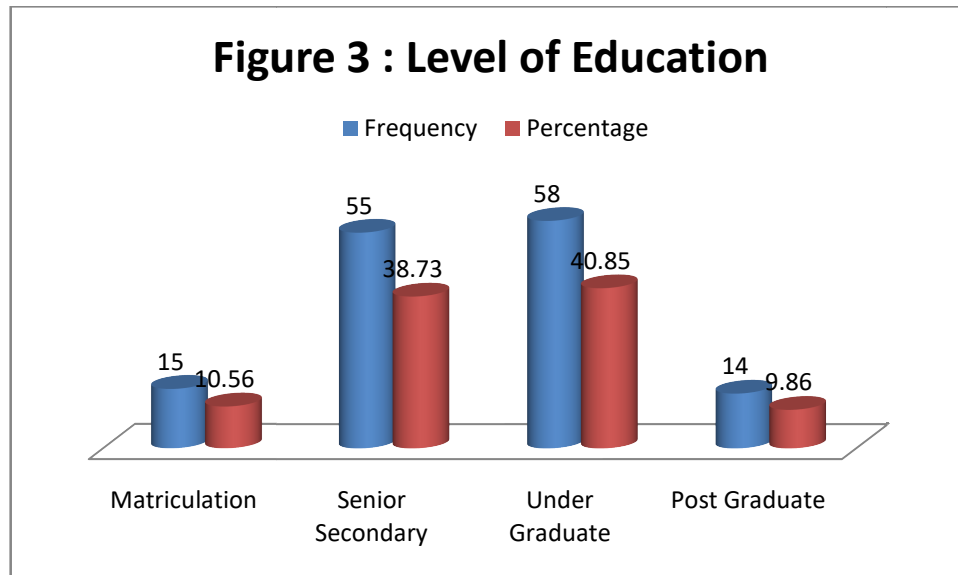
Figure 3 shows the level of education of respondents under the study. Out of 142 respondents, 40.85 percent of respondents are under-graduate, 38.73 percent of respondents are senior secondary and 9.86 percent respondents are postgraduate while 10.56 percent of respondents are matriculation pass.

Figure 4 : Job Status of Respondents
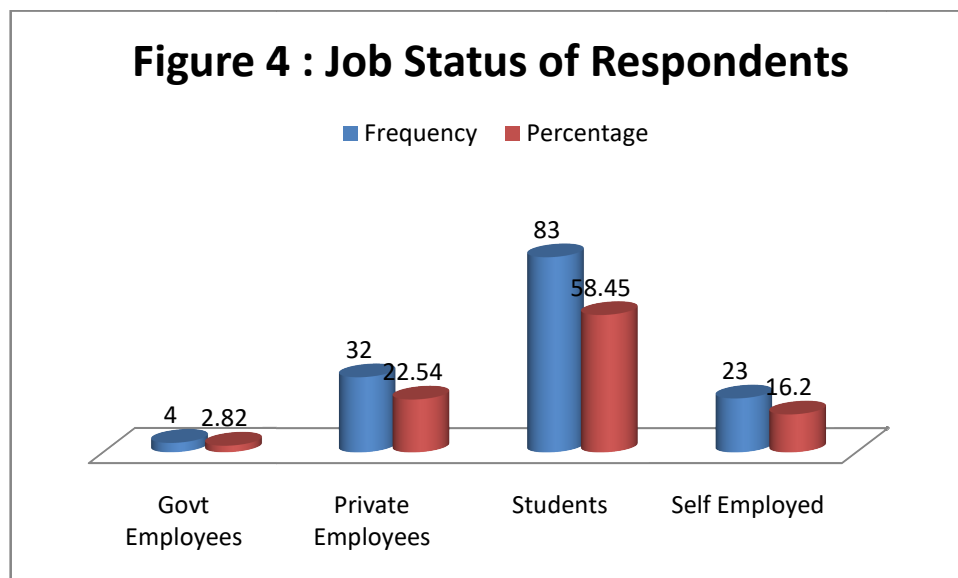
Figure 4 reveals the job status of respondents under the study. Out of total respondents,58.45 percent of respondents are students, 22.54 percent of respondents are involved in the private sector and 16.20 percent of respondents are self-employed while 2.82 percent of respondents are governmentemployees.

Figure 5 : Information Needs of Respondents
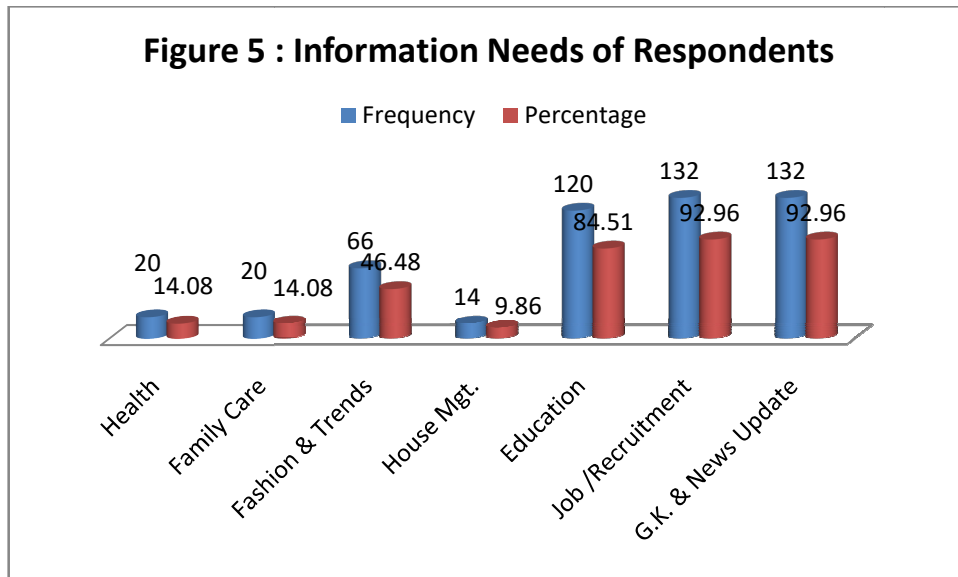
Figure5 shows the information needs of respondents under the study. Out of total respondents, 92.96 percent respondents mention the need of job/recruitment, G.K. & News update related information, 84.51percentrespondentsshowtheneedoffashion & trends relatedinformation,14.08 percent respondents show the need of health and family care related information, while 9.86 percent respondentsshow the need of house management related information.

Figure 6 : Purpose of Information Seeking
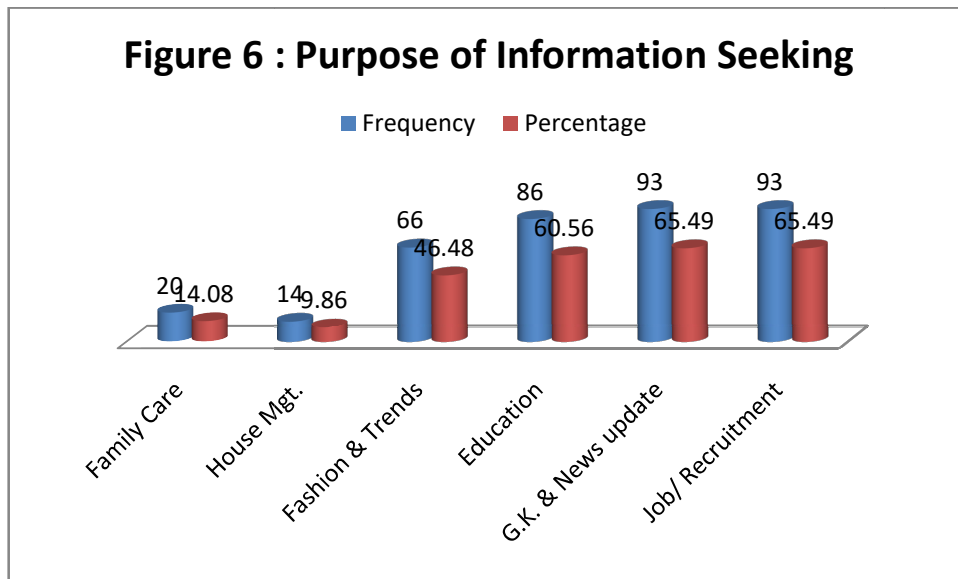
Figure 6 indicates the purpose of information seeking of respondents. In the analysis, found that main purpose of 65.49 percent of respondents are seeking information for G.K. & News update and Job/Recruitment, 60.56 percent of respondents are seeking the education-related information, 46.48 percent of respondents are seeking for fashion & trends related information,14.08 percent of respondents are seeking for family care related information while 9.86 percent of respondents are seeking for house management related information.

Figure 7 : Source of Information Seeking
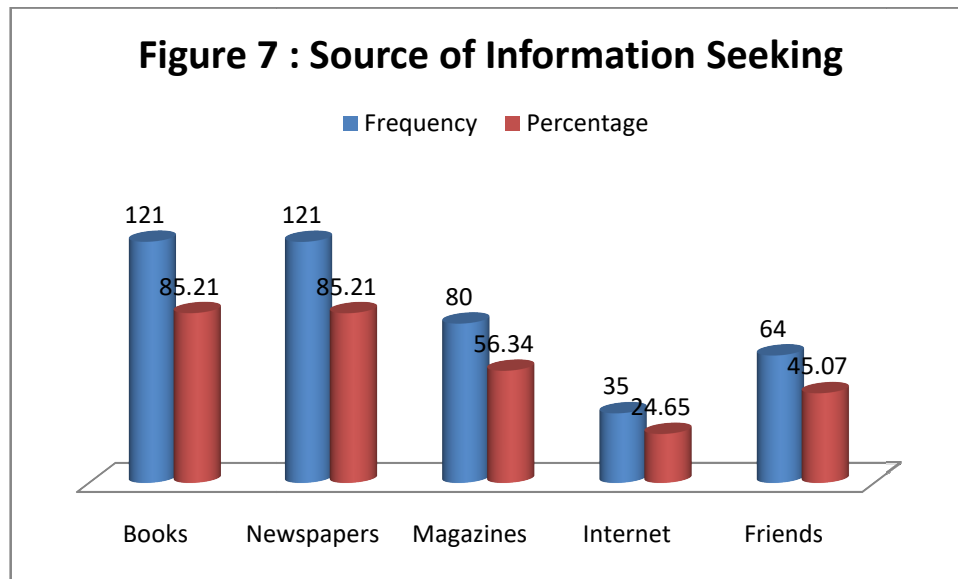
Figure7 shows the source of information seeking of respondents. 85.21 percent of respondents are getting information through books and newspapers. 56.34 percent of respondents are getting information through magazines,45.07 percent of respondents are getting through friends while 24.65 percent of respondents are getting information through the internet.

Figure 8 : Barriers in Information Seeking
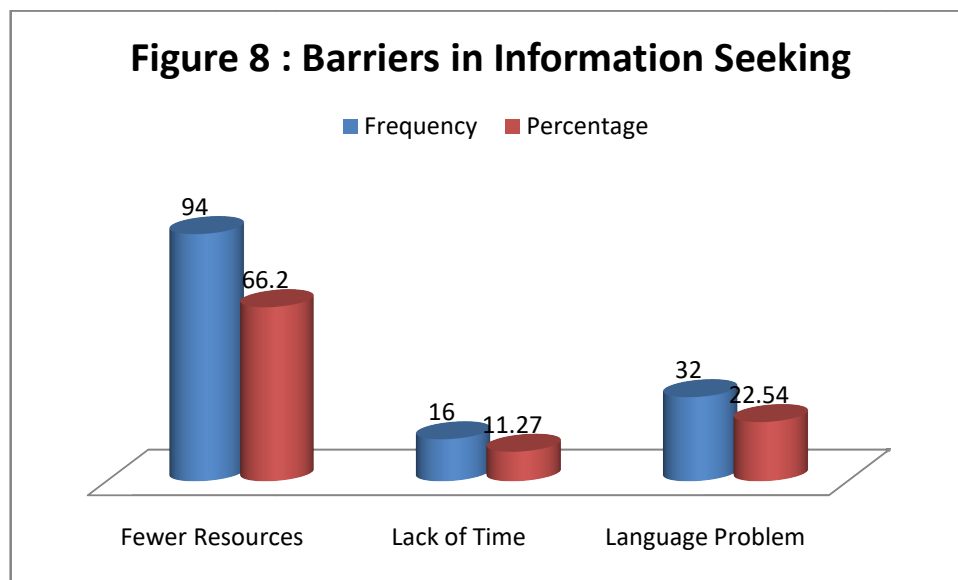
Figure8 shows the barrier to getting information. Due to less resource in the village library, 66.20 percent of respondents are facing barriers ininformation seeking and 22.54 percent of respondents facing language problem while11.27 percent of respondents are facing the lack of timing problem during information seeking.

FINDINGS OF THE STUDY

The following are the findings drive from the analysis of the data:-

1. The study shows that rather than female respondents, the village library is more used by the male respondents.
2. The study reveals that a majority of 54.93 percent of respondents belongs to 19-35 age groups in the village library's users.
3. The study shows a majority of respondents are students (58.45 percent) of undergraduate (40.85 percent) and senior secondary (38.73 percent) in the village library's users.
4. The study reveals that the majority of respondents are needed for job/recruitment, general knowledge & news update (92.96 percent) and education (84.51 percent) related information.
5. The study shows that the main purpose of respondents to visit the village library is seeking information about job recruitment, G.K. & news update (65.49 percent) and Education (60.56 percent).
6. The study indicates the most of respondents are getting information through books & newspapers (85.21 percent) andmagazines (56.34 percent) while a little number of respondents are getting information from friends (45.65 percent) and internet (24.65 percent) also.
7. Thestudyrevealsthatmost ofthe respondentsarefacingabarrierinseekinginformation due to less resource (66.20 percent) in the library but some respondent are facing barriers due to language problem (22.54 percent) and lack of time (11.27 percent).

CONCLUSION

The village libraries are playing a vital role in socio-economicaldevelopment. In this context, the village library of Goli Gram Panchayat of Karnal District is providing many services with up to date information in an effective way. The present study deals with information need and seeking behavior of Goli village library's users. Villagers of Goli are getting information through printed resources like books, newspaper, and magazines as well as electronic resources like the internet. Mostofthevillagersareseekinginformationforeducation, job recruitment and news update. During the information seeking, most of the villagers are facing the barriers of less resource in the village library. There is a need to update library resources. Because, villagers are the main part of a society,so,village libraries are required to plan for fulfillment of users' informationneeds.

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Full Length Research

Challenges Facing Undergraduate Students in the Use of Digital Library Resources in Dr.AliyuObaje Library, Kogi State University, Anyigba, Kogi State

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The study investigated the challenges facing undergraduate students in the use of digital library resources in Dr. AliyuObaje Library, Kogi State, Nigeria. This study adopted descriptive survey research design. The study was conducted in Kogi State University, Anyigba, Kogi state of North-Central geopolitical zone of Nigeria. The sample for the study comprised one hundred and thirty-nine (139) undergraduate users in the university under study. Simple sampling technique was employed to select respondents for questionnaire distribution. The instrument used for the collection of data was a structured questionnaire and thereafter the copies of the final version of the questionnaire were administered with the help of research assistant to undergraduates of the library as at the time of administration. The data obtained for this study were analyzed and presented based on the research questions that guided the study. Descriptive statistics was used to answer all the research questions. The questions were analyzed using the Likert scale. Out of 139 questionnaires distributed, only 112 were duly completed and returned. This shows 80.6% return rate. The study concluded that certain problems affect the use of digital library resources such as inadequate budget for digital resources, inadequate ICT infrastructure, lack of up-graded ICT skill level of users, software and hardware problems such as network access challenges, inadequate electricity supply, and high cost of airtime and slow speed of server. The study also proffered solutions to these challenges.

Keywords: digital library, electronic resources, undergraduate students

INTRODUCTION

Digital library resources supply all the information that a library provides through computernetwork. These include electronic books, electronic journals, bibliographic databases, libraryweb pages articles from magazines, encyclopaedias, pamphlets and other resources that areaccessed on electronic devices. Oduwole and Akpati(2003) noted that CD-ROM, electronicmail and Internet browsing constitute electronic resources.According to Ukonu (2012),

"Digital libraries are increasingly becoming part of school systems in many countries in Africa. Even though Africa is reputed to be a latecomer in the adoption of ICT in education, the continent is making strides to tap the benefits of ICT driven-education sector and a good part of the stride is to find out the challenges faced by the prime beneficiaries of technology". No doubt, digital libraries are faced with different challenges but efforts should be made to overcome such problems that are being encountered. Since digital libraries are saddled with multimedia and information based services necessary for teaching and learning, attention should be given to provision of effective service delivery that can benefit users.

   Madondo (2017) posited that electronic information forms an integral part of libraries assisting users in learning, teaching and research. Digital resources are invaluable research tools that complement the print-based resources in a traditional library setting". There are great functions that digital or electronic information resources perform in areas of academic support programmes of learning and research.

   The integration of e-books in academic libraries is beneficial as they are remotely accessible and available around the clock, they are e-resources that enable academic libraries to benefit from shared, stored and easier integration to virtual learning environment, users readily benefit because of the wide range of information resources. According to Hawthorne (2008), the library profession recognised early in the development of computer technology the potential of computers to make library resources more accessible. Librarians were often enthusiastic and sometimes early adopters of technology. The use of electronic resources in libraries began with the development of the Machine Readable Cataloguing (MARC) format in the mid-1960s a full 30 years before the advent of the wold wide web, bibliographic databases became available at that time. During the microcomputer revolution of the 1980's, libraries acquired software and data on diskettes and offered databases on acquired CD-ROM. Problems associated with the implementation of ICT projects in Nigerian higher institutions namely a general lack of project-management skills unstable electric power supply and tendency to invest in equipment rather than human capacity.Indeed, reasons abound for the development of libraries to meet the expectations of modern digital libraries that can support teaching, learning and research.

   However, the development of digital libraries in tertiary institutions in Nigeria is faced with numerous challenges. These problems range from lack of fund, shortage of manpower, low level of electricity supply, constant computer breakdown, inconsistent training of staff, lack of sufficient materials and necessary required equipment for operation affect the information needs, use and seeking behaviours of undergraduate students.

   Thus, these problems have slowed down the activities of Nigerian tertiary institutional libraries in utilizing the global information and technological innovations for the services of their clienteles or users. It is against this backdrop that the study seeks to investigate the challenges facing undergraduate students in the use of digital library resources in Dr.AliyuObaje Library, Kogi State University, Anyigba.

PURPOSE OF THE STUDY

The general objective of this study is to investigate the challenges facing undergraduate students in the use of digital library resources in Dr.AliyuObaje Library, Kogi State University, Anyigba.It has the following specific objectives:

1.   access the availability of digital library resources in Dr.AliyuObaje Library
2.   find out problems facing undergraduate students in the use of digital library resources in Dr.AliyuObaje Library
3.   suggest possible ways of solving problems facing the use of digital library resources by undergraduate students in Dr.AliyuObaje Library

RESEARCH QUESTIONS

Based on the objectives of the study, the following questions will guide the study:

1.   What are the available digital library resources in Dr.AliyuObaje Library?
2.   What are the problems facing undergraduate students in the use of digital library resources in Dr.AliyuObaje Library?
3.   What can be done to solve the problems facing undergraduate students in the use of digital library resources?

REVIEW OF RELATED LITERATURE

Digital information resources are very important to the university setting and most especially in the academic libraries. University libraries house the intellectual contents of institutions. The efforts to digitalize the intellectual property is what is called digitalization. According to Urgiewu (2014), the aim of digitalizing library materials is for preservation and easy access students, researchers and other users. In this era known as information age, seekers of knowledge need to have access to information resources that come in various forms, this is made possible by the provision of digital resources. In the words of Madondo (2017), electronic resources refer to the materials that require computer access whether through a personal computer mainframe or smart technologies, students are increasingly expected to use electronic resources while at the university. Some of the resources include e-books and journals among others.

According to Aditya (2013), the use of digital information resources and services in the university libraries, electronic resources can be classified as E-journals, E-books, E-databases, CDs & DVDs, E-theses and dissertations, E-reference sources, E-magazines and E-newspapers. Digital libraries manage environment of multimedia materials in digital form, they are designed for the benefit of its user population, structured to facilitate access to its content and equipped to search globalnetwork of information resources. According to Ankral et al (2017), digital information resources satisfy the unique needs of students, faculty and research scholars faster and at much low cost than borrowing or purchasing low cost because they are readily available online and the delivery of the resources virtually to desktop. Electronic resources have the potential power to increase students learning opportunities because of the interactive and multimedia components provided by the electronic media which offers multiple learning experience more than the print documents. Students can easily access, experience and learn diverse content without facing much difficulty in accessing and understanding.

Over the years, libraries in Nigeria have remained deficient in stocking relevant books and literatureparticularly in the academic institutions. This was partly why the digital library became a veritable alternative toproviding students with access to educational material. Ya'u (2003) notes, however, that poor ICTinfrastructure, inadequate ICT skill and the financial implication of connectivity and access to electronicdatabase are a hindrance to use of ICT.

Academic libraries that have stock of digital resources tend to face some enormous problems that may be due to Ankrah (2017) quoting Ming-der (2012) revealed that students encountered some problems that included inability to retrieve relevant materials, especially when searching by keywords, internet connections to access library resources and text articles were not complete because libraries did not subscribe to the journals.

In spite of the immense benefits derivable from the utilization of online information resources, problems still abound. Such challenges are lack of awareness, inability to have the required knowledge of how to use the e-resources, inadequate computer system, poor internet connection, lack of guidance on use of electronic resources, lack of experts and non-payment of subscription. Similarly, Enakrire and Onyenania (2007) outlined challenges hampering users' access to electronic resources such as financial constraints, lack of training on how to browse the internet, knowledge of websites and problems associated with searching of information on the internet. Buttressing the above, Dadzie (2005, P. 295) indicated that lack of access to electronic sources, inadequate knowledge of usage and inability to acquire the necessary skills that are required to use these resources.

Digital resources are expected to be preserved in order to have long lasting effects and durability. According to Jewell (2011), recording media for digital materials are vulnerable to deteriorating and catastrophic loss and even under ideal conditions, they are short lived relative to traditional format materials. All digital resources if not well preserved will not last long and surely there must be prevailing challenges that hamper effective use of electronic resources.

Greenstein (2001) observed that the challenge is the absence of established standards, protocols and proven methods for preserving digital information. Preservation of digital resources is essentially important in ensuring effective use of these information sources. Greenstein (200) also viewed ICT infrastructure is an impediment to access of information as libraries need to enhance and upgrade current ICT architecture to accommodate digital materials especially with the rapid changes in technology. Infrastructural facilities that are lacking may definitely pose greater challenge to digital resources utilization in libraries.

Ogunsola (2005) averred that Nigeria libraries especially in the universities are faced with problems in their attempts to computerize their library operations. The shortage of manpower, lack of spare parts, low level of electricity supply and constant breakdown of computers. All these have slowed down the activities of Nigerian university libraries in utilizing the global information and technological innovations for the services of their clienteles. There are other challenges of skills acquisition that are computer based or compliant without which users may not be able to search on the internet, low connectivity to the internet, and lack of project management skills in the aspect of computer handling. Collaborating this, Aduwa-Ogiegbaen (2005) posited that computer teaching and learning be properly integrated in Nigeria. Inadequate funding and financing of education constitute a major problem.

METHODOLOGY

The research design adopted in this study is a descriptive survey. This method is considered appropriate because of its flexibility which permits the use of a variety of data collecting techniques such as questionnaire, interview and observation. However, the study covered Dr.AliyuObaje Library which is the academic library of Kogi State University, Anyigba, Kogi State. Therefore, thepopulation for this study consists of undergraduate library users in the university under study. According to Library Statistics for 2017/2018, the total number of undergraduate users in this university is 1, 391.

The sample size for the study comprises 139 representing 10% of the 1,391 population of undergraduate library users in Dr.AliyuObaje Library. The simple random sampling method was used to select ten (10%) of the total population for the study. Osuala (2005) stated that simple random sampling method is the

Table 1: Observation checklist result on available digital library resources in Dr.AliyuObaje Library

S/N	Digital library resources	A	NA
1.	Computer servers	√	
2.	Printers (laser jet etc.)	√	
3.	Office applications	√	
4.	Microsoft Office application	√	
5	Web Browser	√	
6	Internet services	√	
7	Bibliographic databases	√	
8	Full-text databases		√
9	e-books	√	
10	e-journals	√	
11	Telephones	√	
12	Library website	√	
13	OPAC	√	
14	Local Area Network (LAN)	√	
15	Reprographic machines		√
16	Scanners	√	
17	Photocopiers	√	

Key: A-available, NA- Not Available

method that ensures that each element in the sample has equal chance of being selected. There is no preferential choice of any element because each has the same probability of being included. This sample technique was used only for selecting the undergraduate students from the institution. The instruments used for the collection of data was structured questionnaire and thereafter the copies of the final version of the questionnaire were administered with the help of research assistant in school to undergraduate students of the library as at the time of administration. The data obtained for this study were analysed and presented based on the research question. Descriptive statistics (mean) was used to answer all the research questions. Using the Likert scale for the mean analysis, any factor with a mean of 2.50 and above indicated agreement while those with mean less than 2.50 indicated disagreement. Out of 139 questionnaires distributed,and 112 were duly completed and returned. This shows 80.65% return rate. Analysis was based on this number.

Data Analyses

Research question 1: What are the available digital library resources in Dr.AliyuObaje Library?

From table 1, the findings arranged according to the university library investigated, revealed that out of the (17) items listed, (15) items are available and functional in KSU library, while (2) are Not available in the library. Facilities and equipment such as computer servers, Printers (laser jet etc.), office applications, Microsoft office application, web browser, internet services, bibliographic databases, e-books, e-journals, telephones, library website, web OPAC, local area network (LAN), scanners, and photocopiers are available for use in the library. While reprographic machines, Full-text databases are not available.

Research question 2: What are the problems facing undergraduate students in the use of digital library resources in Dr.AliyuObaje Library?

The table 2 shows the problems facing undergraduate students in the use of digital library resources in Dr.AliyuObaje Library. Responses show the mean value ranging from (2.8) to (3.5), all of which agree that there are problems affecting the use of digital library resources amongst undergraduate students. These problems range from inadequate budget for digital resources, inadequate ICT infrastructure and inadequate ICT qualified staff in libraries. It also includes software and hardware problems such as network access problem, inadequate electricity supply, high cost of airtime and slow speed server.

Research question 3: What can be done to solve the problems facing undergraduate students in the use of digital library resources?

Table 2: Respondents view on problems facing undergraduate students in the use of digital library resources

S/N	Problems facing undergraduate students in the use of digital library resources	SA	A	D	SD	Total	Mean score X=∑X/n	DECISION
1.	Inadequate budget for digital resources	57	47	6	2	112	3.5	A
2.	Inadequate ICT infrastructure	56	45	9	2	112	3.4	A
4.	Low ICT skill level of users	53	42	13	4	112	3.2	A
5	Inadequate ICT qualified staff in libraries	55	43	8	6	112	3.1	A
6	Network access problem	55	43	11	3	112	3.3	A
7	Hardware problem	52	41	9	10	112	3.0	A
8	Software problem	55	43	8	6	112	3.1	A
9	Inadequate electricity supply	55	43	8	6	112	3.1	A
10	Difficulty of locating useful websites for research	55	43	11	3	112	3.3	A
11	Slow speed of server	50	39	13	10	112	2.9	A
12	High cost of airtime	49	38	14	11	112	2.8	A

Key: SA-Strongly Agree, **A-**Agree, **D-**Disagree, **SD-**Strongly Disagree

Table 3: Respondents view on the strategies for solving the challenges facing undergraduate students in the use of digital library resources

S/N	Solutions to the problems facing undergraduate students in the use of digital library resources	SA	A	D	SD	Total	Mean score X=∑X/n	Decision
1.	Provision of adequate ICT infrastructure	58	47	5	2	112	3.6	Accepted
2.	Adequate funding	57	47	6	2	112	3.5	Accepted
3	Training of library users on ICT use	57	47	6	2	112	3.5	Accepted
4	Provision of adequate electricity supply with back-up power plant	58	47	5	2	112	3.6	Accepted
5	Institutional subscription to useful websites	58	47	5	2	112	3.6	Accepted
6	Reduction of tariff on access time	55	43	11	3	112	3.3	Accepted
7	Provision of functional digital library equipment	58	47	5	2	112	3.6	Accepted
8	Upgrading the speed of servers regularly	59	47	2	5	112	3.7	Accepted

Key: SA-Strongly Agree, **A-**Agree, **D-**Disagree, **SD-**Strongly Disagree

The table 3 shows the strategies needed to resolve the problems militatingthe use of digital library resources in Dr.AliyuObaje Library. The data in table 3 show a mean score of (3.6) in favour of adequate provision of ICT infrastructure, others are adequate funding, and training of users on ICT use, all of which are reflected in the mean scores of (3.5) and (3.5). It further reveals the mean scores of (3.6), (3.6), (3.3), (3.6), and (3.7) all of which support the provision of adequate electricity with back-up power plant, institutional subscription, reduction of tariff on access time and upgrading the speed of servers regularly.

DISCUSSION OF FINDINGS

The result of the finds revealed that the following digital resources are available in Dr.AliyuObajelibrary. They include: e-books, e-journals, telephones, library website, web OPAC, are available for use in the library. While reprographic machines, Full-text databases are not available. Oduwole et al (2003) in a similar study identified the following as digital resources available in Nigerian university libraries: OPAC, CD-ROMs databases, e-mail and internet browsing. However, the finding negates the study by Gbaje (2007) who noted that most university libraries in Nigeria do not have available digital resources for their patrons. However, it is imperative to not that the availability of digital library resources for users will go a long way in making university libraries to be more relevant to their users as well as be up to date so they can handle effectively the ever growing information need of their users.

Constraints to students effective use of Digital Resources in the University Libraries are inadequate budget for digital resources, inadequate ICT infrastructure, lack of up-graded ICT skill level of users, software and hardware problems such as network access challenges, inadequate electricity supply, and high cost of airtime and slow speed of server affect the use of digital library resources among undergraduates in universities. In the same context, Daniel, Oketunji, Okojie & Abdulsalam, (2003) noted in their study on forty years of Information and Communication Technology (ICT) of Library Services in Nigeria, which covered 50 libraries in Nigeria. Outlined the following problems as hindrance towards ICT use: occasional breakdown; NEPA; obsolete equipment; lack of maintenance; lack of technical support; lack of adequate training.

However, some of the strategies that can be used in addressing the problems facing undergraduate students in the use of digital library resources range from the provision of adequate infrastructure, adequate funding, training of library staff on ICT use, provision of adequate electricity with back-up power plant institutional subscription, reduction of tariff on access time and up-grading the speed of servers regularly. This is collaborated by Adeniji, Adeniji and Oguniyi (2010) who are of the opinion that the problem of power outage should be addressed; adequate funding should be made available; the university library management should imbibe the culture of manpower development programme on ICT regularly for her work force and users; ensure that the amount charged for the use of ICT resources in the library is cheaper than others cybercafé within the university community so as encourage library users in using the ICT resources within the library premises.

IMPLICATIONS TO UNDERGRADUATES

The study has revealed that the Digital Library Resources are used to low extent by undergraduates in Dr.AliyuObaje Library. The implication is that undergraduates that utilized digital information resources to low extent will lag behind in their research, learning and assignment process in this digital age. The students could not compare themselves with other institutions of higher learning that use digital library resources to a very great extent. The University library where the students use digital library resources to low extent also could be regarded as traditional library because they have not incorporated full digital infrastructures and equipment for digital information resources which will be utilized by undergraduates in their studies. The study also reveals that there are numerous factors that hinder undergraduates to have access to digital library resources.

CONCLUSION

Based on the analysis and discussion of the results of this study, the below conclusion are drawn with reference to the research question. The findings of the study revealed that most of the digital library resources are available in Dr.AliyuObaje Library. The study further discovered that certain problems affect the use of digital library resources. These are inadequate budget for digital resources, inadequate ICT infrastructure, lack of up-graded ICT skill level of users, software and hardware problems such as network access challenges, inadequate electricity supply, and high cost

of airtime and slow speed of server.

To curb the aforementioned identified problems, the study suggested that the university library and their parent institution should provide adequate ICT facilities and infrastructure, parent institutions and government should provide adequate funding for training of staff and users; provide constant electricity supply by making available back-up power plants; institutional subscription to make access to information online free for users; government, donor agencies, non-governmental organizations and individual should be encouraged to intervene and support university libraries with funds to improve and maintain digital library resources.

RECOMMENDATIONS

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

1.   It was argued that lack of skills to access digital library resources hinder undergraduate students to make use of e-resources therefore, the researcher suggests that management of the university library in the study should try to train their students in up- to-date 21st century skills of Information Communication technologies (ICTs). This will help to solve the problems of ICTs skills among undergraduates.
2.   It was also argued that lack of fund hinder the digital library resources availability therefore, the researcher suggests that university management of institutions either Federal or State should provide enough funds, that is government should vote a reasonable amount of fund to education, especially the library system, this will enable the library management buy all infrastructure and well equipment needed for digital library to work effectively and efficiently.
3.   Effort should be made by the University and library management of both federal and state universities to minimize the challenges faced by undergraduates to access digital information resources.
4.   Finally, there is need for university authorities to make adequate and constant provision on electricity supply to the library. They can achieve this by making available back-up power plants.

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Full Length Research

The effects of NGOs on socio-economic empowerment of women: Empirical Evidence from some NGOs operating in Ethiopia

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Women have been the most disadvantaged and discriminated sections of society all over the world, particularly in developing countries. This study aimed to investigate the effects of NGOs on socio-economic empowerment of women by conceptualizing and developing five basic dimensions of empowerment including income, saving, decision-making ability, expenditure level, and assets ownership rights of women. To test the hypotheses in this paper the researcher targeted three NGOs operating in the study area for a long period. For analysis data were collected from 80 respondents selected by stratified random sampling technique. Data were analyzed using SPSS V20. The result of the five hypotheses tested indicated the existence of a positive and significant statistical difference between prior and post involvement of women in the various intervention approaches used by the NGOs to empower women the socio-economic perspectives.

Key words: Poverty, Empowerment, and NGOs

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INTRODUCTION

According to Taylor and Pereznieto (2014) women's economic empowerment is the method of realizing women's equal accessibility and control over economic resources. Achievement of women empowerment is now a global policy priority for its potential effects on the sustainable Development Goals of the United Nation (UN) that targets poverty reduction, well-being and human development.The achievement of these goals besides the government partially realized through Non-Governmental Organization (NGOs).

The emergence of NGOs have centered on their ability to offer a development alternative, making a set of claims about the more effective approaches necessary for addressing poverty and challenging unequal relationships (Bebbington et al, 2008; Lewis and Kanji, 2009) and NGOs can fill the gaps caused by inefficient state provision of services of rehabilitation, namely, economic, social, educational and medical (Lang, 1999).

International and indigenous non-government controlled welfare and community organizations have existed for longtime all over the world. However, in the last three decades, Non-Governmental Organizations (NGOs) have expandedand grown enormously in developing country for the humanity and socio-economic problem of the society. Emerging from long-term traditions of charity and self-help group, NGOs vary widely in origin and levels of formality (Lewis and Kanji 2009). The NGOsfound in the form of religious groups, private foundations, charities, research organizations, and federations of dedicated physicians, civil society organizations, and citizen associations.

It is argued that where government lack public services, NGOs play a significant role in the direct provision of social

and economic services.Similarly, in developing countries, NGOs emerged and play the roles as service providers and significantly NGO worked on poverty alleviation and reducing income inequality. As Vakil (1997) explained the perceived failures of state led development approaches throughout the 1970s and 1980s powered interest in NGOs as a development alternative, offering innovative and people-centered approaches to service delivery, advocacy and empowerment.

Most of international and domestic NGOs working in Ethiopia are religious based and had been working in relief, rehabilitation and development works and they are active in their operations. Most of them are working with the marginalized people at the grass root level. The emergency of large number of new NGOs and expansion of NGOs in Ethiopia related to thedevastating drought in the 1974/75, andagain in the 1984/85. From that time onwards NGOs highly expanded in Ethiopia and offered variety of services and designed and implemented various development projects that support socio-economic development of the country.

The purpose of this study is to analyze the effects of NGOs on socio-economic empowerment of women and developed five hypotheses, stating there is statistically significant difference in the income, saving; decision making, expenditure level of women and assets ownership rights of the participated women prior and post involvement in NGOs intervention program. The investigation of this researchfocused on the effect of NGOsonsocial and economic empowerment ofwomen exposed to the NGOs empowerment approaches. This paper is organized as follows: section 2 provides a theoretical and empirical review of the literature. Section 3 formulates the theoretical framework of the study. Section 4 presents the results, and finally section 5 present the conclusion.

REVIEW LITERATURE

The common objective of NGOs working in gender related area is alleviation of poverty and ensuring the economic empowerment of women (Cassen, 1999; Sen, 2001; Chambers, 1999). Enhancing women's engagement in productive activities is fundamentally equal with action against poverty (Casssen, 1999). Economic independence of women leads to the freedom to make decisions on family planning and the household assets; this can in turn have important effects on poverty reduction (AlmazFiseha, 2010).

According to O'Neil et al., (2014) defined women's empowerment as a process of psychological, political, social and economic change, through which women individually and collectively gain power and control over their lives. Empowerment can be approached from distinct viewpoints, which needs different political priorities and strategies.

However, as Alsop et al., (2005) argued empowerment is mainly about making changes that give individuals greater freedom in pursuing their goals; and among different established institutions of achieving empowerment, the popular and most widely used institution is NGO.

Non-Governmental Organization (NGO) takes many different meaning and forms in different countries. In some country like England they are known as voluntarily organization, private voluntarily organization, and national voluntary organization but in the United States they take different names like non-profit organization, not-for-profit organization, intermediary organization, umbrella organization (Paul, 2000; Lewis, 2001).

NGO has no clear cut meaning; it defined differently based on the legal status, economic and/or financial considerations, functional areas, and their organizational features (Vakil 1997). As Mufune (1996) defined, NGOs are organizations that are to some degree organizational expressions of volunteerism. Volunteerism entails a capacity on the part of the individual to serve of their own free will without expectation of monetary or other personal material gain. In similar way, Todaro (1996) also defined NGOs as voluntary organizations that work with and on behalf of mostly poor grass roots people's in developing countries. Generally, most of the NGOs are charitable, benefiting the community represent the idea of humanity and not for profit; self-motivated and committed to help the poor; the needy and the weak independence from outside interference and control (Tegene,1994); but Korten (1990) identified four essential characteristics for the definitions of NGOs that enable them to be distinguished from other organizations in civil society: they are voluntary, independent, not-for-profit and not self-serving.

The roles of NGOs are so broad but due to the scope of this paper the researchers focused only on the roles of NGOs in the social and economic empowerment of women. As Save the Children Fund (1997) demonstrated NGOs have made a great contribution in poverty alleviation, redressing gender balance, combating environmental degradation and involving the poor in participatory development.

NGOs are increasingly promoted as the solution for correcting all the iniquities and problems encountered in the developing regions (Clark, 1995; Diamond, 1993, Renshaw, 1994). High number of NGOs working in developing country is mainly working on how to alleviate poverty and income inequality in the rural and urban areas (Clark et al, 2003). The major strength of NGOs are the grassroots linkages they offer enabling them to design services and programs using innovative and experimental approaches centered around community participation (Bebbington et al, 2008),

The task of NGOs is not to compensate for the government failure or market deficiency;rather, the role of NGOs is about innovation and subsequent mainstreaming and multiplication (Uvin et al., 2000). The goal of the NGOs are to expand poor, particularly women's opportunities for entrepreneurship by promoting access to and participation in economic processes and structures, including access to employment and control of economic resources. People-centered socioeconomic development emphasizes the need to strengthen and support the capacity and self-reliance of women. The opportunity for advancement of economic power can facilitate and result in empowerment and a sense of self-worth brought about by economic self-sufficiency and self-reliance, "under conditions that give people both the opportunity and incentive to mobilize and manage resources (Korten, 1987).

In helping the poor to climb out of poverty, NGOs use two approaches: supply-side and demand-side (Clark, 1995). In the supply side approach NGOs can directly provide services to the people, while in the demand-side NGOs play indirect roles. However, the two approaches are not mutually exclusive.

RESEARCH METHODOLOGY

This research used a mixed research design means descriptive and casual design; where the descriptive design used descriptive statistics of frequency, mean, standard deviation and cross tab; and casual design used multiple regressionsanalysis to see the impact of the independent variables on the dependent variables, i.e women social and economic empowerment.

Data used for this research were collected by tringulation method, i.e combination of astructured questionnaire, interview and observation from three dominant NGOs operating in the study area for a long period in women empowerment area.

The samplingtechniquesused were stratified and simple random sampling techniques were used to minimize the bias of data collections from the non-homogenous target population. For validity of the study, the researchers used construct validity and for reliability a cronbacha alpha of 0.81 was attainedconfirming the reliability of measurement to be used.

RESULT AND DISCUSSIONS

The survey instrument done on respondents profile with respect to their age, educational level, and marital status; respecting the age distributions of the women respondents about 58.75%, 32.50%, 2.5% and 5% are between age 41-50, 31-40, 20-30 and above 51 respectively.Similarly, respecting the marital status, majority of the respondents were married; and on average the respondents included in this survey had completed elementary school and only small fraction of them never attended school at all. Generally, no significant differences observed among the women involved in the NGOs under investigation regarding their demographic status of age, marital status and education.

The designed survey questionnaire under different categories of Likert scale model to measure the effects of the NGOs on the social and economic status of the poor women under the NGOs intervention program analyzed in the following section.

NGOs'intervention programs and women empowerment

It is well known that the first goal of the millennium development programs (MDGs) is eradication of extreme poverty and hunger. Poverty is one of the most important global problems, and the fight against poverty is becoming a vital of our age. The eradication of povertyhighly concern women since large percentages of women greatly live in absolute poverty and due to the seriousness of the problem and increasing trends of people under serious poverty the United Nations have declared 2008-2017 as the Second Decade for the eradication of Poverty (Sach, 2005).

Improving the status of women is an integral part of the work of eradicating poverty and building civil society. Poverty can only be eradicated if women half of the world's populations are educated and strong enough to generate income for themselves and their families.

The summarized response of the women on intervention mechanisms used by the three NGOs under investigation to alleviate poverty are expansion and provision of education and education facility, establishment and offering of medical services at low cost and free treatment and services without costs for some special issues, constructionof public projects like water supply and sanitations services, basic skills training for income generation activities and saving habits, awareness creation on environmental protection and wise usage of natural resources.

Effects of NGOs intervention program on Income levels of women

Women's poverty is directly related to the absence of economic opportunities and autonomy including credit, land ownership and inheritance, and participation in the decision-making process. Improving the status of women is an integral part of the work of eradicating poverty. Poverty can only be eradicated if women half of the world's populations are educated and strong enough to generate income for themselves and their families. Around the world, many programs target women in an attempt to reduce poverty: a goal which empowers women in many other ways. Microcredit programs are a key example. When women receive small loans to start their own small businesses, they gain experience, confidence, practical skills and economic independence.

All of these skills and experiences go beyond simple economic improvement and lead women toward taking active roles in their lives and the lives of their communities. The income generating activities enable women to have access to income, and enhanced decision-making on health, education, consumption, etc. Women also interact with outside markets and the community, and this process gradually enables them to play an active role in social, political and economic issues affecting themself, household and the community (Mayoux 1998). White (1991) on Bangladesh women borrowers as well as by Mbilinyi and Omari (1993) in Tanzania, how credit facilities had improved the income of low income women.

Table C given in the appendix part of this research shows the descriptive statistics on the differences of income levels of the poor participants' women before and after involvement in income generating activities designed and sponsored by NGOs to empower and alleviate poverty. As it is shown on the table, the income levels before joining the NGOs program 23.88% of the participants had no anything of income; however after involvement in the NGOs program all of them had started toearnsome amount of income; whereas prior involvement majority, 62.68%, of them were under very low income category, however after involvement in the NGOs 46.27% of the women participated were grown to high income earning category.

Generally, post involvement in the NGOs income generating program a radical change observed in the last two income ranges of high and very high, where formerly none of them had earned that ranges of income latter on 19(28.36%) and 6(8.95%) of them had lies between high and very high income ranges.From the above analyzed data there was a significant change on income levels of the participants between post and prior involvement in NGOs. This finding confirm, the resultof Asmelash (2003) from the study conducted in Tigray region that the credit provided to the poor has brought a positive impact on the life of the clients as compared to those who do not get access to the credit services.

NGOs intervention program on saving capacity of women

Getting income and consuming alone has no value unless that part of income is saved to serve future growth. From the discussion made above under the NGOs intervention mechanisms' programs for women empowerment, one is development of the saving habits of the poor women from their small incomes. The descriptive statistics result of the effects of the NGOs on the saving levels of the poor grass roots women show that earlier to the training and awareness creation program and participation in income generation program by the NGOs,38% had saved

nothing and 43% of them were within category of very low saving level, whereas post involvement in NGOs empowerment intervention program 31% of them were within medium saving category and 55% were within high saving level category. Prior none of them were within very high saving category while post involvements 13% of them were within very high saving category.

From the analysis, 82.08% of the respondents had saved below very low saving category, i.e Birr 260 annually prior involvement, but post involvement none of the respondents were below this saving levels, while 13.4% of the poor participants women had saved between low saving category (Birr 261-520) per year prior involvement but late involvement the number of participants who had saved between this range increased to 31.34%.

Besides the frequency distribution, the mean distribution of the saving levels prior in was very low but after intervention significantly increased. Similarly, the standard deviation of the saving levels among the participants after taking part in the program was slightly decreased and shown marginal improvement in income inequality.

To sum up the significant difference in the saving levels was the result of accessibility to affordable credit or finance and training services designed and given frequently to enhance the income levels and to foster saving habit of the participants to improve their wellbeing and security.

NGOs intervention program on decision making ability of women

Poverty is perceived and experienced differently by men, women and social classes. In the society the controller of resources has more power to influence socio-politics and poverty alleviation. Intra-household inequalities in making decision affect women's power in alleviating poverty because they cannot make decision in allocation or distribution of resources at the household level or at higher entrepreneurial levels.

Besides the economic marginalization, women are marginalized in decision making in the family and society level. Regarding the action of the NGOs in enabling improving women decision making ability, the result show that prior intervention program only 10.45% of the participants had participated in personal and family decision making, but late involvement income generating program majority, 83.58%, of them were started to be involved in personal and family decision making.

Besides the frequency distribution there was also difference in coefficient of variations (CV) in pre and post decision making ability.The analyzed data revealed that in a situation where formerly women have been marginalized in household decision-making process, intervention by the NGOs improved their role in decision-making process.

NGOs intervention program on assets ownership rights of women

In measuring poverty or wealth of women, the level of their access to and control over resources must be considered. This is because from a gender perspective, power over resources is a key concept on poverty (Mbughuni, 1994). The controller of resources has more power in poverty alleviation; poverty is also linked to lack of access by the poor households to the assets necessary for a higher standard of income or welfare (World Bank, 2000).

The descriptive statisticsrevealed a slight increase in the enjoyment levels of women to assets ownership right post involvement in poverty alleviation and women empowerment program of the NGOs. Prior intervention program only 16.42% of the women had full ownership rights on her family's asset but after participation in intervention program the number of women enjoyed to assets ownership right increased by 26.86% and become 43.28%.

On the other hand, the statistics show a relative decrease in the standard deviation and coefficient of variations. The findings indicate that the NGOs actions significantly enabled women to enjoy assets ownership rights; however, all participants had not fully enjoyed assets ownership rights even after they owned their own income and assets, however it is onpromising trend.

Hypothesis Testing

The summary of hypothesis testing is outlined below.

Hypothesis 1: There is statistically significant difference between income levels of the participants' women between the prior involvement and post involvement of NGOs.

The analysis shows the existence of significant difference, where the calculated x^2 is statistics is much greater than the critical value,124.05 > 11.07, at α=0.05.

That is the result show that there is statistically significant difference in the income levels of participants' women prior and post involvement in NGOs.

In other words, the statistic is large enough since some of the cells have large discrepancies between the observed and expected frequencies. Thus, the null hypothesis can be rejected since the P value statistic is too small relative to the calculated X^2. This suggests that the there is a significant difference in income levels of participated women prior and post involvement in NGOs. Thus, women empowerment programs by the NGOs had significantly affecting income of the women involved in the NGOs intervention program.

Hypothesis 2: There is statistically significant difference between saving levels of the participants prior and post involvement in NGOs. The result of the second hypothesis (Ho) show the non-existence of statistically significant difference in the prior and post saving levels of the women. This hypothesis is supported by the analysis that shows the existence of significant difference, where the calculated x2 is statistics is much greater than the critical value, 76.51 > 9.488, at α=0.05,, which suggests the existence of statistically significant difference in the income levels of participants' women prior and post involvement in NGOs.

Hypothesis 3: There is statistically significant difference in the enjoyment of asset ownership rights in the period prior and post involvement of NGOs. This hypothesis is supported by calculated value of X^2 is 39.96456 > 7.81 (df= 3 at 0.05) of theoretical value; which suggests that involvement in NGOs empowerment intervention program enables women to enjoy assets ownership rights from the assets they accumulated from the intervention program.

Hypothesis 4: There is statistically significant difference in expenditure level of women on family/personal matters before and after involvement in NGOs.The hypothesis analysis shows the existence of significant difference, where the calculated x^2 value is much greater than the theoretical value, (75.59>5.99), at α=0.05. That is the result show that there is statistically significant difference in expenditure level of women before and after involvement in NGOs.

Hypothesis 5: There is significant difference in women decision making at the family level and in the society between prior and post involvement of NGOs. There is statistically significant difference in decision making level of women on family/personal matters before and after involvement in NGOs. The hypothesis analysis shows the existence of significant difference, where the calculated x^2 value is much greater than the theoretical value, (54.387> 5.991), atdf= 3, α=0.05. That is the result show that there is statistically significant difference in decision making level of women before and after involvement in NGOs.

Major Project Priorities by the NGOs for women empowerment

The range of NGOs work is as diverse as their interest. Their perspective and operation may be local, regional, national and international. The major projects carried out by the NGOs under investigation in the area of development and social services are the rural finance and poverty alleviation, natural resource management and conservation are the leading projects in their descending order, followed by care and support for orphans and vulnerable children's and livelihood development program by 92% and 85% respectively. Health and HIV/Aids, Gender and Development, and Education followed by 77%, 69% and 62% respectively. Finally, special program is the least project carried out within the organization. This analysis is a key indicators that the NGOs are fundamentally working in diversified areas of poverty alleviation and empowerment program to dry the roots of poverty from its' low levels.

Alternatives Intervention Approaches used by the NGOs in women empowerment

A range of approaches and strategies adopted by the three NGOs to address women issues linking gender issues to development programs, and promoting rights based approach to social inclusion. The intervention programs of the NGOs are in the form of services related to education, health care, micro-finance, agricultural extension, emergency relief, and human rights (Lewis & Kanji, 2009).

The summary of the interview, open ended and closed ended questionnaire on the alternative intervention approaches used by the NGOs summarized as follows. In the early period the NGOs enable the local community to be accessed to education, health, rural roads, water supply and sanitation prior to the coverage of the government service concentrating on the supply side, that is delivering services, providing development programs, or assisting official bodies to increase the spread of their own programs but starting from the last decades NGOs partly diverted their program from the public service delivery to household service by empowering the women, who are half of the community but who marginalized for a long period of time.

The NGOs under considerations are using a variety of approaches to empower the disadvantaged women at the grass roots levels based on their own goals and capacity. The common approaches being used by them are low cost credit service, subsidized loan facility, training of new skills by which they generate their own means of income and economize and use their assets, provide health and nutrition service for children of the poorest, offering money freely for the old and disabled people without support. Figure 4 provided at the appendix revealed detailed techniques used by the NGOs under study in poverty alleviation and women empowerment.

According to Stormiest (2002) there are three major functions of NGOs service delivery such as relief, welfare, basic skills; educational provision including basic skills and often critical analysis of social environments; and finally public policy advocacy. Baccaro (2001) also illustrated a combination of micro-credit, awareness raising, training, and other social services as a means of women empowerment.

The summary ofthe most widely used alternative methods used by the NGOs under considerations to empower women and alleviate poverty were lending of money at low interest, awareness creation training on saving and wise utilization of resources, lending without interest rate, supplying foods and health services, and transfer payments for elderly and disabled poor women.

CONCLUSIONS

The objective of this study is to investigate the effects of NGOs on socio-economic empowerment of women. Women's socio-economic empowerment is fundamental for poverty eradication, gender equality, better families' well-being, and comprehensive economic growth. Overcoming these problems requires bold and compressive strategies. This study focused on five key factors that indicate the effects of NGOs on women empowerment levels; and the intervention approaches by the NGOs. The major factors considered were income, saving, decision making ability, expenditure levels, and assets ownership rights of the poor women as a result of the intervention program by the NGOs.

The results of the tested hypothesis show the existence of significant effects of the NGOs intervention program on the tested variables. Similarly, for the empowerment of the poor women at grass root levels the NGOs under considerations used approaches of lending of money at low interest, awareness creation training on different aspects, lending money free interest rate, supplying foods and health services in special cases, and transfer payments for elderly and disabled poor women.

LIMITATION

The main limitation of this paper is difficulty of generalizing the finding based on performance sample taken from only three NGOs. The other constraint is method of data collection; this particular research solely based on data collected by questionnaire, therefore to get more data that nearer to the reality its better if the researcher used interview as well as observation to practically see the conditions of the women approached by the NGOs. The other limitation was method of data analysis; it's more preferable if the analysis were done extensively by descriptive to investigate briefly variables creating unemployment for graduates.

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Appendix

Table 1

Factors		Responses					Mean	SD
		Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree		
Contribution of NGOs	Fr(%)	43(53.75)	23(28.75)	14(17.50)	O(0)	0(0)	4.3625	0.85
	Cum Fr(%)	43(53.75)	66(82.50)	80(100)	80(100)	80(100)		
Influence of NGOs	Fr(%)	7(8.75)	32(40)	10(12.50)	14(17.5)	17(21.25)	2.975	1.34
	Cum Fr(%)	7(8.75)	39(48.75)	49(62.25)	63(78.75)	80(100)		
Extent NGOs influence the poor	Fr(%)	11(13.75)	21(26.25)	9(11.25)	16(20)	23(28.75)	2.7625	1.26
	Cum Fr (%)	11(13.75)	32(40)	41(51.25)	57(71.2)	80(100)		
Small scale development projects	Fre (%)	11(13.75)	10(12.50)	0	27(33.75)	32(40)	2.2625	2.28
	Cum Fre (%)	11(13.75)	21(26.25)	21(26.25)	48(60)	80(100)		
Income Progress	Fre. (%)	56(70)	24(30)	0(0)	0(0)	0(0)	4.70	0.92
	Cum Fre (%)	56(70)	80(100)	80(100)	80(100)	80(100)		
Economic empowerment	Fre (%)	27(33.75)	30(37.50)	14(17.50	9(11.25)	0(0)	3.9375	0.98
	Cum Fre (%)	27(33.75)	57(71.2)	71(88.75	80(100)	80(100)		

Source: Own survey of 2018

Table 2 Show the population and sample selection of the study

Name of NGOs	Woreda Covered	Kebele Covered	Total population	No of respondents
Walali Project Associations	Dambi Dolo	Dolo	37	7
		Lafto	32	6
	Sayo	Mata Tabor	30	6
		Duli	37	7
	Anfilo	Kebele 01	26	5
	Hawa Galan	Kebele 01	26	5
	Employees of the WPAs		9	4
Ethiopian Evangelical Mekane Yesus Church	Sayo	LagaLomi	29	6
	Employees of the EEMYC		7	3
Ethiopian Catholic Church	Sayo	Alaku	31	6
		Sako	24	5
		Karo	23	5
		Samaro	35	7
	Dambi Dolo	Lafto	20	4
	Employees of the ECC		11	4
Total population	-	-	374	80

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Full Length Research

The Use of Social Networking Sites amongst Postgraduates Students of Federal University of Agriculture, Makurdi

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This study examines the use of social networking sites among postgraduate students of federal University of Agriculture Makurdi as a gateway to information access and knowledge sharing. The study sought to determine the various social networking sites available at federal University of Agriculture Makurdi website, the extent of use of social networking tools in federal University of Agriculture Makurdi to provide information access and knowledge sharing and the level of use of social networking sites, in accessing information services in federal University of Agriculture Makurdi. Five questions guided the study and descriptive survey were used as the research design. Also, all the final year students of department of Home Science and Management, federal University of Agriculture Makurdi. There are about 33 students and these are what made up the population of the study were used as sample for the study. Data from each research question were collected and analyzed for easy interpretation. Statistically, simple mean method was used for data analysis. The study revealed that the available social networking sites in federal University of Agriculture Makurdi website were Facebook, Instant Messaging, Twitter, Linkedin and blog. Also, the study showed that the extent of use of social networking tools to provide information access in the library was very low. Findings from the study also revealed, that the level of influence of social networking sites for accessing information services was very low and that the challenges to use of social networking sites information access and knowledge sharing were due to lack of ICT skills by librarians and cost of ICT equipment among others. Appropriate recommendations such as training of librarians in the use of ICT and social media and seeking of alternative means of funding by the libraries were made.

Key Words: Social, Networking Site, Post graduate Students.

INTRODUCTION

Universities are important academic institutions that produce human resources vital for all sphere of life. It is the highest academic institution that produces knowledge through research for problem solving be it social, economic, moral, or political. The primary role of any university therefore is teaching and carrying out research for the development of the Nation. Obasike, (2010) described the university as an institution that render essential community service and serve as centers for moral, social and intellectual rejuvenation. University libraries are established primarily to support and enhance the full realization of the educational goals of the university as well as educational objectives of the students. It is the repository of knowledge. Library as a place where information in whatever form or format, printed or none printed is acquired, preserved, processed, organized and disseminated for use. The university Library is therefore very important agent for the transmission of knowledge and preservation of civilization. It is the heart of the university. It is impossible to have a university without a library. It is in this regard that Aguolu and Aguolu (2002) observed that "the quality of education is impossible without a quality library" and that the academic, health, intellectual vitality and effectiveness of any university depend largely upon the state of health and excellence of its library.

Libraries have undergone rapid change in recent decades that not only pertain to their holdings, but to services as well. When job descriptions for subject bibliographers became common in the 1990s, the positions were intended to develop expertise in building collections within assigned disciplines. Much of the work was directed toward wise purchasing decisions and staying in touch with departmental faculty for research needs. However, a shift was seen as these roles led more into subject liaison work, with assignments related to an array of tasks in instruction, research consultations, and reference services as well as collection building. Outreach, library promotion, marketing and creating connections to targeted user groups are fairly recent concerns for academic library programs.(Waycott, Thompson, Sheard and Clerehan, 2017).

A Social Networking Site (SNSs) is an online platform that allows users to create a public profile and interact with other users on the website. SNSs usually have a new user input a list of people with whom they share a connection and then allow the people on the list to confirm or deny the connection. After connections are established, the new user can search the networks of connections to make more connections. A SNS is also known as a social networking website or social website.

The journey of social networking started with Six.Degrees.com in 1997, followed by others such as Live Journal, Friendster, LinkedIn, MySpace, Flickr, YouTube, and Facebook5. Now, there are special categories of SNSs dealing with different fields of life like business (LinkedIn), education (Classmates), research (Research Gate), writers (My Creative Community), books (Shel fari), travel (Trav Buddy), religious (My Church) and many more. Even there are content specific SNS also like Flickr (photo sharing), Twitter (text sharing), Last.FM (music listening habits) and YouTube (video sharing). People, now use SNSs to connect with others in many ways, including dating, meeting people with common interests and sharing information. It is very easy to get carried away with the attention and interactions you can have twenty-four hours a day on websites like Facebook, Twitter, and Instagram, but what are the effects that these SNSs are having on our undergraduates in respect to their academic activities. It is obvious that our undergraduates spend a lot of precioustime engaged in these SNSs, even while lectures are going on. The educational benefits of SNSs are undeniable. If carefully used and properly implemented, these are powerful tools in education (Wang, 2016).

Eid and AL-Jabri (2016) define social network sites as web-based services that allow individuals to construct a public or semi-public profile within a bounded system, articulate a list of other users with whom they share a connection, and view and traverse their list of connections and those made by others within the system. The nature and organization of these connections may vary from site to site. There are more than a thousand of such social sites. However, the most important thing about social networks is that it enables information to be shared by a vast group of people who in return give their feedback.

Postgraduate student is a person who already holds a first degree and who is doing advanced study or research. Generally, a postgraduate degree is a degree which you study for once you have finished a bachelor's degree. Some postgraduate degree require the completion of particular bachelor's degree, others don't. There are four main types of postgraduate degrees: taught courses, research degree, conversion courses and professional qualifications. Many postgraduate courses are studied at university, but some courses are taught in a commercial environment.

OBJECTIVE OF THE STUDY

The general objective of this study is to examines Use of Social Networking Sites amongst Postrgraduates Students of University of Agriculture, Makurdi Specifically, the study seeks to;

1.   Identify the various social networking sites used by in Postgraduate Students of University of Agriculture Makurdi.

2.   Identify the related literature on social networking by Postgraduate Students of University of Agriculture Makurdi.
3.   Identify the level of use of social media tools to provide information access in University of Agriculture Makurdi.
4.   To identify the level of satisfaction derived by Postgraduate students in the use of the sites in University of Agriculture Makurdi.
5.   To identify the challenges of use of social networking sites tools by Postgraduate Students of University of Agriculture Makurdi.
6.   Identify possible solutions to these challenges.

RESEARCH QUESTIONS

1.   What are the various social networking sites used by Postgraduate Students of University of Agriculture Makurdi?
2.   What is the related literature on social networking by Postgraduate Students of University of Agriculture Makurdi?
3.   What is the level of use of social media tools to provide information access in University of Agriculture Makurdi?
4.   What is the level of satisfaction derived by Postgraduate students in the use of the sites in University of Agriculture Makurdi?
5.   What are the challenges of use of social networking sites tools by Postgraduate Students of University of Agriculture Makurdi?
6.   What is the possiblesolution?

METHODOLOGY

Research Design

The research design used for this study is the descriptive survey design. A descriptive survey design is concerned with condition or relationship that exists, opinion that are held, process that are going on, effect that are evident or trends that are developed (Akuezilo & Agu, 2003). This design is deemed appropriate for this study because data will be collected from a sampled population.

Area of Study

The study is conducted inFederal University of Agriculture, Makurdi Nigeria (FUAM) Benue State -Nigeria. The University was established in 1988. The university succeeded the Makurdi campus of the University of Jos (established in 1984) which in turn seceded the former university of Technology Makurdi.

Population of the Study

The population of the study consists of all postgraduate students of department of Home Science and Management, University of Agriculture Makurdi.There are about 33 students and these are what made up the population of the study.

Sample and Sampling Techniques

The researcher used all the professional librarians in the library as sample for the study. This is due to their limited number. No sampling was used. The total number of students to be used will be thirty-three (33).

Research Instrument

A well-structured questionnaire was used by the researcher to collect data for the study. The questionnaire was titled 'The use of Social Networking by undergraduate students of University of Agriculture Makurdi.' The items in the questionnaire were structured using available and not available. However, from research question 2 agree, strongly agree and disagree and strongly disagree were used.

Validation Instrument

The validation of the instrument was carried out by three experts, who were requested to scrutinize the instrument for relevance of face and content validity. All the experts were from College of Educational Foundations and General Studies. One expert was from the Department of Test and Measurement, another from Administration and planning the third was from Library and Information Science all from University of Agriculture, Makurdi. Each of the three experts were given a copy of the questionnaire containing the purpose, research questions and hypotheses so as to get them well informed to read the items thoroughly for correction on any wrongly spelt words or wrong information on the questionnaire items. Appropriate modification will be affected on the instruments based on the corrections and comments of validates.

Method of Data Analysis

Percentages and weighted means were used as the method of data analysis. From 2.50 and above were accepted in the weighted mean while anything below 2.50 was rejected.

Presentation and Interpretation of Data

Research Question 1: What are the various social networking sites used by Postgraduate Students of

Table 1: A table of available social networking sites

S/N		social media	Remarks
1		Facebook	Available
2		Twitter	Available
3		Instant Messaging	Available
4		Linkedin	Available
5		MySpace	Not Available
6		Youtube	Not Available
7		Friendstar	Not Available
8		Blog.	Available
9		Wiki	Available
10	Skype		Available

Table 2: Mean responses on the related literature on social networking by Postgraduate Students of University of Agriculture Makurdi.

S/N	Social Media Platform	$\bar{x}$	Remarks
1	Facebook	2.56	High Extent
2	Twitter	2.74	High Extent
3	MySpace	2.9	Very Low Extent
4	YouTube	2.7	Low Extent
5	Instant Messaging	2.35	Low Extent
6	Wiki	2.44	Low Extent
7	Skype	1.46	Low Extent

8	Blog	2.18	Low Extent
9	LinkedIn	2.77	High
10	Frienstar	1.32	Low Extent
	Grand Mean	**2.34**	

University of Agriculture Makurdi?

Table 1 shows the social networking sites used by Postgraduate students University of Agriculture Makurdi. From the table, social networking sites such as Facebook, Instant Messaging, LinkedIn, Blog and Twitter were available on the library website while Myspace, Friendstar, Youtube, Wiki and Skype were not available on the library website.

Research Question 2: What is the related literature on social networking by Postgraduate Students of University of Agriculture Makurdi?

Table 2 shows the findings of research question two which sought to determine the relatedon social networking in University of Agriculture Makurdi. The table shows that out of the ten (10) social networking tools listed only were high extent which means tools such as Facebook (2.56) and Twitter (2.74) while Myspace (2.9) is very low extent. Instant messaging (2.35), Blog (2.18) and Linkedin (2.77), Blog (2.18) and Linkedin (2.77) YouTube (2.7), Wiki (2.44) and among others were low extent. The average mean which is (2.34) shows that the related on social networking in University of Agriculture Makurdi. is very low.

Table 3: Mean responses on the level of use of social media tools to provide information access in University of Agriculture Makurdi.

S/N	Library Services	$\bar{x}$	Remarks
1	Online library resources	3.66	Highly Influenced
2	Current awareness service	2.70	Influenced
3	Selective dissemination of information	2.76	Influenced
4	Library news and event	2.69	Influenced
5	Online library tour	2.99	Influenced
	Grand Mean	**2.96**	**Highly Influenced**

Table 4: Mean responses on the challenges of use of social networking sites tools by Undergraduate Students of University of Agriculture Makurdi.

S/N	Item	$\bar{x}$	Remarks
1	Lack of ICT skills by librarians	3.01	Agree
2	Poor internet service by network providers	2.66	Agree
3	Cost of ICT equipment and internet services	2.76	Agree
4	Lack of willingness by librarians to be trained	2.87	Agree
5	Medium of distraction for students	2.99	Agree
	Grand Mean	**2.86**	**Agree**

Table 5: Mean responses on the solutions to the challenges of using social networking sites

S/N	Item	$\bar{x}$	Remarks
1	Training the librarians on the use of ICT and social media	2.67	Agree
2	Training the users on social media behaviour	2.77	Agree
3	Creating avenues for that will bring in more fund for the library	3.16	Agree
4	Ensuring that only librarians who are willing to be trained and retrained	2.55	Agree
5	Creation of awareness of available library services on social media	2.99	Agree
	Grand Mean	**2.83**	

Research Question 3: What is the level of use of social media tools to provide information access in University of Agriculture Makurdi?

Table 3 shows the findings from research question 3 which sought to find out the level use of social media tools to provide information access in University of Agriculture Makurdi. It shows that social networking sites is highly influenced on Online Library Resources (3.66), Library News and Events (2.69) and Online Library Tour (2.99) while it has low level of influence on Current Awareness Services (2.70), and Selective Dissemination of Information (2.76). The grand means is 2.96 highly influenced

Research Question 4: What are the challenges of use of social networking sites tools by Postgraduate Students of University of Agriculture Makurdi?

Table 4 shows challenges of use of social networking sites tools by Postgraduate Students of University of Agriculture Makurdi. From the table lack of ICT skill (3.01), poor internet service by service providers (2.66), cost of ICT equipment and internet service (2.76) and medium of distraction for students (2.99) were all agreed with a grand mean of 2.86 agreed.

Research Question 5: What are the possible solutions to these challenges?

Table 5 shows research question 5 which sought to determine the strategies that could be used to solve the challenge of using social networking sites for information access and knowledge sharing in the library. From the findings, training the librarians on the use of ICT and social media (2.67), training the users on the use of social media (2.77), creating avenues that will bring in more funds for the library (3.16) and creation of awareness of available library services (2.55) amongst others were the strategies suggested. The average mean was (2.99) which was agreed with a grand mean of 2.83 agreed.

DISCUSSION OF FINDINGS

The findings of the study also revealed that social networking sites such as Facebook, Twitter, Blogs, Instant Messaging and LinkedIn were the only social networking sites available. This is obviously not enough as library users are known to use other social networks such as YouTube, MySpace, Wiki and so on for their studies. However, the available ones are of immense benefit if properly put to use. For instance, Grinter and Palen, (2002) affirms that IM systems support Internet-based synchronous text chat, with point-to-point communication between users on the same system. They noted that a window is dedicated to the conversation, with messages scrolling upward and eventually out of view as the conversation ensues. This offers the opportunity of virtual reference services. As noted by American Library Association (ALA) (2004) which defines virtual reference as a service initiated electronically, often in real-time, where patrons employ computers or other Internet technology to communicate with reference staff, without being physically present. The Association cites the examples of communication channels used frequently in virtual reference as chat, video conferencing, Voice over IP, co-browsing, email and instant messaging.

Furthermore, available social networking site such as Facebook, opens a whole new window for marketing and provision of library services. Halloran (2012) affirms from studies that more than half of business-to-business (B2B)

marketers agree that Facebook is an effective marketing tool. More than half of small businesses agree that Facebook is beneficial to their business. More than one-third of marketers say Facebook is 'critical' or 'important' to their business. Also, the number of marketers who say Facebook is critical or important to their business has increased by 83 percent in two years. 67 percent of business-to-consumer (B2C) and 41 percent of B2B companies that use Facebook for marketing have acquired a customer through this channel. Other available social networking sites such as Twitter, Blog and LinkedIn could boost the library's use if properly utilized.

The result of the study revealed that the extent to social networking tools were used to provide information access in the library was very low. In other words, social networking such LinkedIn, Facebook, Twitter, Blog and Instant Messaging were available in the library; they are not being used to provide information access. This negates the concept of social networking, which was meant to expose the library to their digital users. Eke, Omekwu and Odoh (2014) defined "social networking" as the application of interactive collaborative and multimedia web-based technologies to web-based library services and collections. It is the application and implication of social networking principles and technologies in the field of library and information services. According to Miller (2006) Libraries and information centers can underscore the importance of social networking because it breaks the cycle of "plan, implement, and forget" that many services and plans suffer. Library can be a part of social networking by harnessing the concept, principles and technologies for rendering exemplarily services to user in electronic world. It's a framework for incorporating all changes made at all levels in the management of library.

In addition, Mishra (2009) submitted that, Social Networks tools can be used for providing user centric service in social library environment. Virtual Reference Desk (VRD) can be performed by Wikipedias. Librarians can plan, design and disseminate information to patrons by KM Wiki. Marketing of library services can be possible by using social software tools like Podcast, YouTube, Blogger, Second Life, Ning etc. also librarians can catalogue some of their library books on library thing. Professionals can put their collections on flicker. Footnote.com may be used to learn about history of library. And it will be helpful to provide the means to learn more about students, which can help libraries, better meet their needs.However, the low use of this tool in the library, puts the library at risk of having most of the services underutilized which invariably will result to poor academic performance of the university students who wouldn't visit the physical library.

Question three sought to explore the level of influence of social networking sitesin accessing library services. From the findings, the level of influence of social networking sitesin accessing library services is very low. This is to say that despite the availability of some of the social networking sites in the library, they are hardly being used to propagate library services and as a result they are not been used by the library patrons. This situation is so deplorable because the library seems not to understand the potential of social networking sites.

In discussing the influence of social networking tools, Curtis (2013) noted that with about 225 million users, LinkedIn is probably one of the most popular professional and, or business-to-business social networking sites. Not only that influence that Facebook platform has on students in African Universities is not completely different from the experience in other parts of the world. In a study carried out in Ghana, by Ayiah and Kumah (2011) revealed that when researchers sought the respondents view on the most visited social network site, 508 respondents representing 93.9% indicated Facebook as the most visited social-networking site. When asked if they would like to have a library wall on social network like Facebook, 79.5% indicated that they would like to access the library wall on their social network. Similarly, 79.5% offered their reason and said they would like to access the library's page on a social network since they would be able to post comments and send suggestions on relevant issues on such a page.

Findings from research question four which sought to determine the challenges of using social. Networking for information access and knowledge sharing revealed that some of the challenges were lack of ICT skill by librarians, poor internet service by service providers, cost of ICT equipment and internet service and the fact that social networks are also a medium of distraction for students. Most of these challenges especially lack of ICT skills by librarians is a major problem and should be given serious attention. This is because today's information landscape requires information providers to be at the cutting edge of technology if they must remain relevant. The lack of ICT skills and social media know-how by librarians will not only hinder the provision of library services on the social networking sites but also it will prevent them from understanding the of their digital client. Also, another challenge that should be noted is the potential of social networking sites to distract or waste student's time. For instance, in a study on the Effects of Facebook on the life of Medical University students, Farooqi, (2013) noted that majority of the users are highly addicted and showed multiple signs of Facebook addiction, without them (the students) realizing it. The authors further noted that those that realize the addiction and wanted to quit found it difficult. They note that the students could hardly be diverted to do other things at the time they surf or chat on Facebook.

Furthermore, the students who get involved in activities on social networking sites while studying experience reduction in their focus of attention, reduction in their academic performance, and concentration to study well. Alhaazmi and Rahman (2013) observed that instant messaging is detrimental to learning because it requires students to split their

attention in an academic setting. All these shows that libraries will also face challenges especially that of distraction or divided attention when serving their users online as social media involves so many other things than library services. This therefore makes it more difficult for libraries to reach potential users since they could be distracted by other things while on the platform.

Findings from research question five revealed that the strategies that could be used to overcome the challenges of using social networking for information access and knowledge sharing were training of librarians on the use of ICT and social networking, organizing a training for students on social media use behavior, seeking for alternative avenues for income, creation of awareness of available library services on the social networking. Although all the strategies outlined above are important. There is no doubt that the best strategy is ensuring that librarians are adequately trained. According to Farkas (2006) librarians should have the ability to embrace change, comfort in the online medium, ability to troubleshoot new technologies, ability to easily learn new technologies and to keep up with new ideas in technology and librarianship, which he describes as enthusiasm for learning. Farkas further suggests that Library schools should help by teaching students how to develop a strategy for continuing their education once they are out of library school, how to develop skills for learning new technologies and how to develop a strategy for troubleshooting technologies. Needless to state that given the demand in the practice of today, the librarians that lack the knowledge, skills and tools required to keep pace with effective and efficient information service and practice are living in an age that no longer exists.

Finally, irrespective of the problems that the social media may bring, the benefits far outweigh the problems it generates. It depends on whose hand the tool is. Consequently, the librarians are challenged to understand the radical shifts in how today's college and university students use information and communication technologies (ICTs) and social networking in particular and attempt to meet them in their familiar terrain. It is however important to note that as librarians meet the students in the familiar territory, they owe the students the responsibility to effectively train them in the art of responsible use of social networking.

CONCLUSION

It evident from the findings of this study that although a good number of the major social networking sites are available on the library website, most of them are used to a very low extent. This low use of these social networking sites in the library, have resulted to a low level of influence of use of social networking sites tools for accessing library services. This is to say that the myriad of opportunities available due to the influence of social networking site on young library users are not only been underutilized in the library but are not being used at all. This is the cause of a major setback in the library in terms of attracting and keeping more users, because both current library users and potential library users are now using the Internet to meet most of their information needs and without the library deploying their services online and on social networking sites, they will be relegated to the past as most information providers in the information industry now have a shop front on the web and enough social media link embedded in it. It is therefore imperative the library revamps its social networking sites links, by updating their social media pages, informing both current and potential users of available services and training of librarians who are techno-savvy to operate and update these links.

RECOMMENDATIONS

The following were recommended based on the above findings.

(i)   The library should employ fresh graduates from library school as these are young and understands the needs of their peers in terms of providing library services through social networking sites. Not only do they understand these needs they also possess the prerequisite knowledge on the use of these social media tools, also they can easily be trained in the area they are lacking. This will solve the problem of training old library staff on the use of ICT and social media. This is because even though old library staff possess a wealth of experience on meeting library user's needs, most of them already have a mindset of what the library needs and expects the library users to conform to these needs instead of the other way around. Also, no matter how much experience old staff have on meeting the needs of their users, they can never be able to anticipate what a young user needs more than a young library staff who is well trained.

(ii)   Furthermore, the library should have a department in charge of social media updates. This should be made up of young librarians who will be online any time to give updates in library events and answer questions from the online users.

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Full Length Research

An Assessment of Information Resources and Service Provision of Staff School Libraries in Benue State

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This study was designed to assessment information resources and service provision of staff school libraries in Benue State. Four objectives were achieved and four research questions were answered. Population for this study was 78 subjects comprising 41 staff from Benue State University Staff Primary School and 36 staff from Federal University of Agriculture Makurdi Staff Nursery and Primary School and was used as sample size. Data was collected using a researcher's structured questionnaire. Data was collected and analysed using mean and standard deviation. Findings for the study revealed that 8 items were type of information resources available in staff school libraries, 5 items are ways in which information resources are acquired in the staff school libraries, 6 items are ways in which the information resources are organized in the staff school libraries and 7 items are constraining in the provision of information resources and services in staff school libraries in Benue State. The study concluded that the situation of school library resources and services in staff schools in Benue State still leaves much to be desired. It was recommended that Private organizations and NGOs should invest in school libraries and there should be provision of adequate budgetary allocation to school libraries to enhance effective library and information services.

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INTRODUCTION

The library which is the hub of any educational set up, provides information and ideas that are fundamental to functioning successfully in the increasingly information and knowledge-based society. The library is, therefore, able to equip pupils and students" imagination, thereby enabling them to live as responsible citizens (Petters and Ottong, 2012).

Information services provision are the important services of library and information center. Information is regarded as a critical resource, ranking just after air, water, food, and shelter (Osigwe, 2004). People need information for making decisions. Essentially, library information services provision are library activities with the aim of disseminating desirable information to library and information users. Library information professionals have provided a range of services including reference, circulating etc. These services facilitate the inter change of library data, promote the inter-operability of library system and support national and international networking of libraries.

These services play important role in improving user's accessibility and utilization of library resources, which are held

in the library collection, collection of other libraries or which are accessible in the world wide web (www) (Osigwe, 2004).

School library facilities and information resources and service provision refer to the equipment and other instructional and study materials in the school library meant for teaching and learning. Arua and Chidaka (2011), Adeyemi, (2010) and Adeniji, (2006) stated that school library facilities are seen as all inputs which are utilized in the library in order to provide good learning environment for students and teachers so as to be able to achieve educational goals. The school library in addition to doing its vital work of individual reading, guidance and development of school curriculum, it serves the school as a centre for instructional materials. Instructional materials include books the literature for children, young people and adults-other printed materials, films, recordings and other latest media developed to aid learning. The function of an instructional materials centre is to locate, gather, provide and coordinate school's materials for learning and the equipment required for use of these materials.

Gretes, (2013), Omera, (2013) and Onal, (2009) notes that school libraries are crucial to the development of educational skills with their provision of physical and intellectual access to the information resources and vital for learning. A school library (or a school library media center) is a library within a school where students, staff, and often, parents of a public or private school have access to a variety of resources. The goal of the school library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. A school library media center uses all types of media is automated, and utilizes the Internet as well as books for information gathering. School libraries are distinct from public libraries because they serve as learner-oriented laboratories which support, extend, and individualize the school's curriculum. A school library serves as the center and coordinating agency for all material used in the school.

School libraries provide students with the opportunity to acquire life-long learning skills so they may develop their imagination as well as critical thinking skills. As they use the school library, students acquire the habit of reading and are able to evaluate and use information appropriately (IFLA/UNESCO School Library Manifesto, 2015/2006). School libraries, as learning laboratories, allow students to interact directly with library materials and acquire research skills for future academic pursuits (Unagha, 2008). Moreover, school libraries give students the chance to read about other cultures to broaden their minds, and opportunities for voluntary reading which are crucial for the development of the enjoyment of reading, which has positive benefits on learning (Fakomogbon, 2012). Though school libraries are fundamental to the effective delivery of education, successive governments have done little toward the provision of school libraries in all the public basic schools in Nigeria.

The role of school libraries is increasingly being recognized as essential in education provision as they provide information and ideas that are fundamental to the educational needs of the students. According to the International Federation of Library Associations and Institutions (IFLA) and the United Nations Educational, Scientific, and Cultural Organization"s (UNESCO) School Library Manifesto, the school library offers information and ideas that are important to enable students to function fully in today's knowledge society by providing essential information materials. In this process they will become life-long learners and become responsible citizens (IFLA/UNESCO School Library Manifesto, 2015/2006).

School library supports the school curriculumby providing up-to-date information resources and services to keep staff and students abreast of new development. The library equally involves in promoting the development of reading skills and encouraging long term reading habits through listening to andviewing a variety of learning materials. Thus, the school library system is an integral part of the school and it must be runaccording to agreed standard. According Owate and Iorha, (2013) the aims and objectives of establishing school Libraries in Nigeria are:

1. Teaching students the necessary skills required in the use of library.
2. Complementing classroom instruction by exposing the students to a wider selection of books and other resources.
3. Inculcating in students the habits of reading for pleasure and
4. Providing users of the library with information on current issues, etc.

Materials in school libraries are made up of print and non-print media. These are all information carriers. There cannot be a functional school library without adequate stock of relevant and current information resources. These include textbook fictions, newspapers, films, film projector, radio, television, maps, charts, realia, tape recorders, reference items and other educational materials. Egesimba, Quadri, Dimkpa, and Ezebuike (2011) highlighted that the school library media centre resources include, books, periodicals, newspapers, pamphlets, brochures, handbills, and ephemeral notices, audio materials (disc, phonographic records, audio-tapes on reels and cassettes), film materials (slides, film-strips, motion picture films as well as other forms of photographic film), graphics, video materials (video-tapes on reels, cassettes and cartridges as well as video disc), Realia (toys, games, model and actual specimens) and microforms (microfilm, microfiche and micro-card).

OBJECTIVES OF THE STUDY

The aim of this study is to assess Information Resources and Service Provided by Staff School Libraries in Benue State. The specific objectives of the study are*:*

1. To identify the available information resources in staff school libraries in Benue State.
2. To find out how information resources are acquired in the staff school libraries in Benue State.
3. To examine the organization of information resources in the staff school libraries in Benue State.
4. To identify the challenges constraining in the provision of information resources and services in staff school libraries in Benue State.

RESEARCH QUESTIONS

The research seeks to provide answers to the following questions-
1. What are the information resources available in staff school libraries in Benue State?
2. How are the information resources acquired in the staff school libraries in Benue State?
3. What are the ways in which the information resources are organized in the staff school libraries in Benue State?
4. What are the challenges constraining in the provision of information resources and services in staff school libraries in Benue State?

METHODOLOGY

This study is conducted in Benue State. There are two (2) staff Primary schools in Makurdi metropolis namely; Benue State University Staff Primary School and Federal University of Agriculture Makurdi Staff Nursery and Primary School. The population for this study was 78 subjects comprising 41 staff from Benue State University Staff Primary School and 36 staff from Federal University of Agriculture Makurdi Staff Nursery and Primary School. There was no sampling for the study. The entire population was used for the study as sample because the population size could be handled effectively by the researcher.

The instrument for the study was a structured questionnaire titled 'Assessment of Information Resources and Service Provision of Staff School Libraries Questionnaire (AIRSPSLQ)'. The instrument which was developed by the researcher was divided into four sections based on the research objectives. The questionnaire had restricted response options of highly available (HA), adequately available (A), slightly available (SA) not available (NA), strongly agree (SA), agree (A), disagree (D) and strongly disagree (SD) with corresponding values of 4, 3, 2 and 1 respectively. The data for this study was collected by the researcher and 2 research assistants.

Data collected was analysed using descriptive statistics precisely mean. The bench mark for this was 2.50 (4+3+2+1=10/4=2.50). The decision rule was: any items with a mean value of 2.50 or above was regarded as available or agree while any item with a mean value of less than 2.50 was regarded as not available or disagree.

RESULTS AND DISCUSSION

Results

Research Questions 1

What are the information resources available in staff school libraries in Benue State?
Data for answering research question 1 is presented in Table 1.

Result in Table 1 shows that out of 17 items, 9 had their mean values ranging from 1.12 to 2.42 while 8 had their mean values ranged from 2.54 to 3.38 and were above the bench mark of 2.50. This shows that 8 items are type of information resources available in staff school libraries in Benue State.

Research Questions 2

How are the information resources acquired in the staff school libraries in Benue State?
Data for answering research question 2 is presented in Table 2.

Result in Table 2 shows that all the 5 items had their grand mean values ranging from 2.61 to 3.15 and were above the bench mark of 2.50. This shows that 5 items are ways in which information resources are acquired in the staff school libraries in Benue State.

Research Questions 3

What are the ways in which the information resources are organized in the staff school libraries in Benue State?
Data for answering research question 3 is presented in Table 3.

Table 1: Mean of Respondents on the type of information resources available in staff school libraries in Benue State

S/N	Item Statement	Mean	Std Dev	Remarks
1	Films and Transparencies	3.38	0.58	Available
2	Subject book resources	3.17	0.78	Available
3	Motion picture and related projection equipment	2.20	1.85	Not Available
4	Serials	2.04	1.89	Not Available
5	Slides and filmstrips	2.05	1.69	Not Available
6	Charts and graphs	2.30	0.33	Not Available
7	Display or chalkboard	3.23	0.21	Available
8	Charts and graphs	3.22	0.09	Available
9	Television	3.22	0.75	Available
10	Tape cassette and cassette recorder	1.78	0.63	Not Available
11	Radio lessons	2.11	0.60	Not Available
12	Pictures and maps	3.18	0.84	Available
13	Computer	2.42	0.71	Not Available
14	Internet services	2.22	0.69	Not Available
15	Computer assisted instructional materials	1.12	0.84	Not Available
16	Indexes/Abstract/bibliography	1.87	0.71	Not Available
17	Video cassette and player	2.54	0.69	Available

Source: Field survey, 2019

Table 2: Mean of Respondents on how information resources are acquired in the staff school libraries in Benue State

S/N	Item Statement	Mean	Std Dev	Remarks
1	Purchase	3.15	0.66	Agree
2	Bequeath	2.77	1.82	Agree
3	Legal deposit	3.00	1.85	Agree
4	Exchange/institutional cooperation	2.61	1.89	Agree
5	Gift/donation	3.08	1.69	Agree

Source: Field survey, 2019

Table 3: Mean of Respondents on ways in which the information resources are organized in the staff school libraries in Benue State

S/N	Item Statement	Mean	Std Dev	Remarks
1	Numerical order	2.85	0.33	Agree
2	Library of congress classification	2.77	0.21	Agree
3	Subject basis	3.11	0.09	Agree
4	Departmental basis	3.01	0.83	Agree
5	Alphabetical order	3.09	0.63	Agree
6	Dewey decimal classification	2.53	0.60	Agree

Source: Field survey, 2019

Table 4: Mean of Respondents on constraining in the provision of information resources and services in staff school libraries in Benue State

S/N	Item Statement	Mean	Std Dev	Remarks
1	Lack of professional Staff	2.62	0.84	Agree
2	Inadequate funding	2.99	0.71	Agree
3	Lack of relevant materials	2.62	0.69	Agree
4	Lack of management support	2.67	0.66	Agree
5	Erratic power supply	2.56	1.82	Agree
6	There is no library hour on the time table	3.65	1.85	Agree
7	Mutilation of library materials	3.15	0.78	Agree

Source: Field survey, 2019

Result in Table 3 shows that all the 6 items had their grand mean values ranging from 2.53 to 3.11 and were above the bench mark of 2.50. This shows that 6 items are ways in which the information resources are organized in the staff school libraries in Benue State.

Research question 4

What is the constraining in the provision of information resources and services in staff school libraries in Benue State? Data for answering research question 4 is presented in Table 4.

Result in Table 4 shows that all the 7 items had their grand mean values ranging from 2.56 to 3.65 and were above the bench mark of 2.50. This shows that 7 items are constraining in the provision of information resources and services in staff school libraries in Benue State.

DISCUSSION OF FINDINGS

   Research question 1 was on the information resources available in staff school libraries in Benue State. Findings revealed that films and transparencies, subject book resources, motion picture and related projection equipment, Charts and graphs, Display or chalkboard, Television, Pictures and maps and video cassette and player Dictionaries, encyclopedia, globes and atlas were the information resources available in staff school libraries in Benue State.
   Research question 2 was on the information resources acquired in the staff school libraries in Benue State. Findings revealed that purchase, bequeath, legal deposit, exchange/institutional cooperation and gift/donation were ways in which the information resources acquired in the staff school libraries in Benue State.
   Research question 4 was on the ways in which the information resources are organized in the staff school libraries in Benue State. Findings revealed that numerical order, library of congress classification subject basis, departmental basis,

alphabetical order and dewy decimal classification were the ways in which information resources are organized in the staff school libraries in Benue State.

Research question 4 was on the challenges constraining in the provision of information resources and services in staff school libraries in Benue State. Findings revealed that lack of professional staff, inadequate funding, lack of relevant materials, lack of management support, erratic power supply, there is no library hour on the time table and mutilation of library materials were the challenges constraining in the provision of information resources and services in staff school libraries in Benue State.

CONCLUSION

From the fore-going discussion or results, it is apparent that the situation of school library resources and services in staff schools in Benue State still leaves much to be desired. To a great extent, it is not in doubt that there exist considerable needs for improvements in this direction, if only for our educational aims and aspirations to be attained.

RECOMMENDATIONS

Based on the findings of the study, the following are recommended

1.   Private organizations and NGOs should invest in school libraries. There should be provision of adequate budgetary allocation to school libraries to enhance effective library and information services. Functional ICT and Internet facilities should be put in place in all the staff school libraries. The school authority should make provision for purchasing of print and non-print media, and other educational media for staff school libraries to meet the required standard of modern school library.
2.   The resources should be adequate, qualitative and varied to satisfy the information needs of both the students and teachers.
3.   There should be provision for additional library services to make the children have more interest in using the library e.g. educational film shows, storytelling, reading competition etc.
4.   Professional librarians and other assisting staff should be employed for effective and efficient services and overall smooth running of the library.
5.   Teachers must be sensitized on the need to work with school librarians in developing teaching techniques to ensure the appropriate use of the school library and resources in teaching and learning.

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Full Length Research

Knowledge Sharing for Knowledge Retention and Growth

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This paper discussed knowledge sharing for knowledge retention and growth. The paper was divided into the following subheadings: types of knowledge management, concept of knowledge retention, concept of knowledge sharing, explicit versus tacit knowledge and the impact of knowledge retention in Library education. The paper also revealed that every organization and firm is now heading towards a specialized branch of management called knowledge management. The paper revealed that knowledge is something which is stored in the heads of individuals working within an organization and as such, managing such knowledge is a difficult task. The paper is of the view that knowledge management is knowledge retention. Thus, retaining knowledge and knowledgeable employees in organizations is the need of the hour for every business firm. Also, the paper discussed some contemporary issues that are related to knowledge sharing and how it facilitates sustainability of library and information science education in Nigeria. The paper also recommended measurement action can be done to in order implement knowledge retention and growth within the organization.

INTRODUCTION

The term knowledge management and retention cannot be over-emphasized especially as the world's economies are increasingly becoming knowledge-based (Maponya 2004). Knowledge is viewed as a strategic resource that offers a competitive advantage in organizations (Halawi, Aronson & McCarthy 2005). Although organizations have realized the value of knowledge, not many have actually started managing knowledge efficiently and effectively (Kruger &Snyman 2005). Managing knowledge for value creation in organizations is still a 'management concern' (Ngoc 2006). Despite the fact that other organizational operations such as 'marketing, finance, sales or even supply chain' are well mastered, road maps for effective management of knowledge are still being investigated (Perez-Soltero,2006).

Managing knowledge entails knowledge identification, acquisition, development, sharing and distribution, utilization and retention (Probst, Raub&Romhardt 2000:30). Knowledge retention, which is the focus of this article, includes knowledge assessment, knowledge acquisition and knowledge transfer. The need to retain organizational knowledge is a well-known concern for most organizations including universities (UniSA 2007). It is widely recognized that the ability to retain organizational knowledge is a key characteristic for a successful organization in the knowledge economy. The magnitude of the problem is apparent considering the volume of research efforts aimed at addressing knowledge retention within organizations (Davidson, Lepeak& Newman 2007).

It is apparent that, the ability of educators within them to share knowledge with each other, particularly educational knowledge, is identified as one of the contributing factors to educational competitiveness. Sharing of knowledge helps educators and institutions build up knowledge. This is because it allows them to discuss and deliberate on certain topics which can encourage the generation of new knowledge (Fernie, et al., 2003). Despite the importance of knowledge sharing in building up institutional knowledge, which eventually improves the educator's competitive edge, there are reasons to believe that educators are not willing to share their knowledge voluntarily. For example a study by Michailova and Husted (2003) revealed that there are five reasons why educators are reluctant to share knowledge. The reasons includes (i) the fear of decrease personal value, (ii) cost involved, (iii) uncertainty of how the receiver will use the shared knowledge, (iv) accepting and respecting a strong hierarchical and formal power, and (v) actual negative consequences of sharing knowledge with colleagues. Although this study was conducted in Nigeria, a country where the authors themselves describes as hostile to knowledge sharing, it is quite relevant in other parts of the world. This is because it seems that the reluctance to share knowledge is also occurring elsewhere such as in Australia (Irmer, Bordia &Abusah, 2002), China (Hutchings &Michailova, 2004), Taiwan (Wang, 2004) and the United States of America (Jones & Price, 2004). Based on these findings one could expect this phenomenon to prevail in Nigeria given its cultural values concerning humility (Abdullah & Low, 2001).

Still, Hofstede's (2000) study indicated that the Nigerian society is collectivistic in nature. In such a society, knowledge sharing should happen naturally because it is the tendency of a collectivistic society to help each other. Abdullah (2001), on the other hand, maintained that the Nigerian workplace is characterized with unique values and work culture. The Nigerians are often considered as very shy people and are very concern about saving 'face', or should we say afraid of 'losing face'. Most of us are afraid of making mistakes and receiving negative feedback, even though we are not sure that we will be getting one. Furthermore, the idea of giving and receiving praise also makes some of us feel ill at ease. Therefore, when it comes to sharing knowledge, some of us can be quite reserve in expressing our ideas and opinions, much less voluntarily offering our knowledge to other people. Besides, there are other countries which are also considered as having a collectivistic culture but having problems where knowledge sharing is concerned, for example China (Hutchings &Michailova, 2004). Hence it is the objective of this paper to discuss knowledge sharing for knowledge retention and growth.

Types of Knowledge Management

Knowledge is not an easy concept to discuss. In order to understand what knowledge is, it is important to understand how it relates to data and information. In general, past literatures have identified the distinctions between data, information, and knowledge. Data is commonly described as a set of discrete, objective facts about events; while information is a collection of data and associated explanations, interpretations, and other textual material concerning a particular object, event, or process. Knowledge on the other hand, is a more complex concept to define. Bergeron (2003) defined it as information that is organized, synthesized or summarized to enhance comprehension, awareness, or understanding.

In short, knowledge by far is more comprehensive and more valuable compared to information and data. It is mainly attached to the individual who owns and uses it, and manifests itself in many different ways. For example, we can see knowledge at work by the way people make decisions, by a certain peculiar way people do their jobs, and through people's creativity in completing their work.

There are several ways in which knowledge is categorized. For example, knowledge can be categorized into declarative and procedural knowledge. Declarative knowledge is basically the 'knowing that' type of knowledge which relates to factual information, while procedural knowledge is the 'knowing how' type of knowledge which concerns the process underlying actions (Leach, Wall & Jackson, 2003). However, most literatures categorize knowledge into two major forms; tacit and explicit (Nonaka& Takeuchi, 1995). Nevertheless, there are others who identified a third form of knowledge known as implicit knowledge (Bergeron, 2003).

According to Bergeron (2003), explicit knowledge is the type that can be easily explained and codified, and are available in books, manuals and other types of publications. Tacit knowledge, on the other hand, is the type that is difficult to verbalize and codify because it is ingrained at a subconscious level. Implicit knowledge is the type of knowledge that is somewhere between tacit and explicit. Like tacit knowledge, implicit knowledge exists at the subconscious level, but it can be extracted through the process of knowledge engineering (Bergeron, 2003). Despite these distinctions, most discussions focus on tacit and explicit knowledge only because most of the time, implicit knowledge is treated as explicit knowledge due to its codifiable nature. Thus, institutions are like seas of knowledge. There is no limit to the amount of knowledge that an institution has. However, where the issue of knowledge sharing is concerned, it is most important that educators share their job-related knowledge with each other, so that they will be able to perform their job better and eventually lead to higher educational performance.

Concept of Knowledge Sharing

There are vast literatures discussing knowledge sharing at various levels of the institution and from different points of view. From these literatures it can be concluded that knowledge sharing behavior was studied from the educational perspective (Argote, & Ingram, 2000; Giroud, 2000), department or group perspective (Hansen & Haas, 2001; Kane, Argote& Levine, 2004; Koskinen, Pihlanto&Vanharanta, 2003), and also at the individual perspective (Ipe, 2003). Studies on knowledge sharing from the educational perspective commonly focused on 'knowledge transfer' or 'technology transfer'. Technology transfer is basically the transfer of technology and know-how from one educator to another or any possible benefit through their long-term relationship and the exchange of information (Giroud, 2000). Studies on technology transfer are mainly interested on how much knowledge is being transferred from one institution to the other, and what are the factors that contribute to this process. Similarly, studies from the group perspective are looking at factors that ease the transfer of knowledge from one group to another. Finally, studies from the individual perspective, which is the main interest of this study, simply relate to the behaviors of educators. Specifically, these studies examined the retention and growth that make educators share or hoard knowledge, and seek to identify what motivates educators to share knowledge.

The Concept of Knowledge Sharing Behavior

In general, knowledge sharing occurs when people who share a common purpose and experience similar problems come together to exchange ideas and information (Storey, 2001; as cited in MacNeil, 2003). The process of knowledge sharing between educators involve the conversion of the knowledge held by an individual into a form that can be understood, absorbed and used by other educators (Ipe, 2003). It is basically a mechanism by which knowledge is transferred from one individual to another.

Knowledge sharing has been defined in several different but similar ways by different researchers. In general knowledge sharing has been defined as the action of educators in making knowledge available to others within the institution (Ipe, 2003). Similarly, Bartol and Srivastava (2002) viewed knowledge sharing as the sharing of institutionally relevant information, ideas, suggestions, and expertise with one another. Along the same line, Ryu, Ho and Han (2003) defined knowledge sharing as the behavior of disseminating one's acquired knowledge with other members within one's institution. Lee (2001), on the other hand, gave a broader definition of knowledge sharing indicating it as involving activities of transferring or disseminating knowledge from one person, group or institution to another. In short, all these definitions agree that knowledge sharing is a mechanism to disseminate information and knowledge from one individual, group, or institution to another.

Even though most studies defined knowledge sharing at the individual level as a single dimension construct, there are also those who proposed a two dimensions perspective. For example, Van den Hooff and de Ridder (2004) defined knowledge sharing as the process where educators mutually exchange their knowledge and jointly create new knowledge. This definition implies that knowledge sharing process consists of 'donating' and 'collecting' aspects of sharing. According to Van den Hooff and de Ridder (2004), knowledge 'donating' means communicating to others what one's personal intellectual capital is, while knowledge 'collecting' means consulting colleagues in order to get them to share their intellectual capital. Similarly, Renzl (2008) defined knowledge sharing as a reciprocal process of knowledge exchange, and thus entails contributing, as well as accumulating knowledge from the mass.

The knowledge 'donating' aspect essentially is similar to the mainstream definitions of knowledge sharing. However,

the knowledge 'collecting' aspect seemed to receive less attention from the researchers in this area. This is because most of the time knowledge 'collecting' or knowledge 'acquisition' occurs naturally, whereas knowledge donating or sharing requires effort and some people are even reluctant to share knowledge for various reasons. Therefore, like many other studies, this study defines knowledge sharing behavior as a voluntary act of communicating and disseminating one's acquired job-related knowledge with other members within one's institution. Thus, referring to the job-related knowledge being shared, as discussed earlier that there are two general types of knowledge; tacit and explicit. The sharing of tacit knowledge and explicit knowledge requires different medium and effort.

Explicit versus Tacit Knowledge Sharing

It is commonly agreed that disseminating and communicating explicit knowledge is easier than sharing of tacit knowledge (Ipe, 2003). That is why most studies focused on either knowledge sharing behavior in general (eg. Galletta, McCoy, Marks &Polak, 2002; Hong, Doll, Nahm& Li, 2004) or tacit knowledge sharing alone (eg.Evans &Kersh, 2004; Koskinen, et al., 2003; Selamat&Choudrie, 2004). It is rare to see studies that look at explicit knowledge sharing alone. This is probably because sharing of explicit knowledge can be done by means of books, manuals, video clips, databases and expert system, as well as through formal training. Therefore, the sharing of explicit knowledge can be done easily and requires not much encouragement for it to happen. Yet, by no means can it be neglected. Sharing of explicit knowledge is beneficial to the institution because it can improve educators' ability to complete their work more efficiently in terms of time (Hansen & Haas, 2001).

Sharing of tacit knowledge, on the other hand, is more challenging (Hendriks, 1999). This is because according to Koskinen et al. (2003), tacit knowledge represents "knowledge based on the experience of educators. It expresses itself in human actions in the form of evaluations, attitudes, points of view, motivation, and etcetera. Usually it is difficult to express tacit knowledge directly in words and often the only way of presenting it is through metaphors, drawings and different methods of expression not requiring a formal use of language". As such, the tacitness of knowledge is a natural impediment to the successful sharing of knowledge between educators in institution of learning (Ipe, 2003). Therefore, it is a more interesting area of research.

Tacit knowledge sharing is argued to be a product of socialization and dialectic debate among educators (Fernie, et al., 2003) and it requires face-to-face interactions (Fernie, et al., 2003; Koskinen, et al., 2003). Furthermore, as proposed by Selamat and Choudrie (2004), the diffusion of tacit knowledge requires institutions to encourage the development of individual's meta-abilities, i.e. personal, acquired abilities that underpin and determine how and when knowledge will be practiced within the institution of learning. Thus, sharing of tacit knowledge requires a lot effort and determination.

Nonetheless, tacit knowledge sharing is important to the institutions because a study by Hansen and Haas (2001) revealed that it improves quality, sustainable of the educators' research outcomes and it signals competence to researchers. Furthermore, as Selamat and Choudrie (2004) pointed out in their literature review, the presence of explicit knowledge is meaningless without tacit knowledge to augment it. This is because only with tacit knowledge that we can put the explicit knowledge into practice.

Regardless of the types of knowledge being shared, this study does not make any distinction between the two types of knowledge sharing because both are important to institutions and their educators. However, this study does emphasize the importance of knowledge sharing at the individual level. Although the importance of knowledge sharing at the institutional and group level cannot be denied, the sharing of knowledge between educators is considered to be more important since it serves as the foundation for knowledge sharing at other levels.

Concept of Knowledge Retention

Knowledge sharing is the process of transferring or disseminating knowledge so that it can be utilized and applied by an institution or group (Lichtenstein and Hunter 2006). However, knowledge shared cannot be utilized if it is not retained for later use in some way. Knowledge retention is about keeping the knowledge accessible. Argote et al. (2003) state it "…involves embedding knowledge in a repository so that it exhibits some persistence over time". Knowledge repositories include physical, virtual and mental storage approaches. Keeping access to knowledge within the institution or group is critical as continually creating new knowledge or recreating lost knowledge is inefficient and can be costly

(Marsh and Stock 2003). Retention of institutional or group knowledge provides a number of advantages, such as: refining core competencies based on experiences (Hedberg 2001); increase learning amongst personnel (Hedberg 2001); increase group and individual autonomy through improved decision making (Churchmann et al. 2007); reduce costs in developing new projects, ideas or products (Walsh and Ungson 2001); and increased, effective functioning and operations (Schatz, 2001). Research has examined a number of solutions, primarily technologically-based, for retaining the explicit and tacit knowledge.

   Many of these solutions have been successfully implemented in the institutional context, such as virtual communities, use of expert systems and centralised digital repositories (Braga de Vasconcelos and Kimble 2007; Hender et al. 2001. However, implementation of technology-based approaches for knowledge retention can be inhibited by limitations and of Information Technology (IT), behavioural factors that influence adoption of technology processes, motivation to contribute and a predilection by staff to use personal networks to seek knowledge (Bresnan et al. 2003). There has also been research into human-based solutions for the retention of personal knowledge in institutions. Proposals include establishing mentoring systems to allow experienced educators to pass on their knowledge, exit interviews to capture the insights of departing educators or providing rewards to keep knowledgeable educators within the institution of learning (DeLong 2007). These solutions are internal methods that look at capturing knowledge before personnel leave. Ward and Wooler (2010) thus suggest maintaining relationships with alumni to maintain contact if needed in the future though this relationship method does take time and effort.. Human-based methods of knowledge retention may have more success. Fostering mentoring systems or maintaining relationships through informal networks with members once they have moved on may provide continued access to knowledge. Informal networks provide opportunities to supplement other formal interactions (Alexander 1993; Katz and Kahn 1966). Regular, formal interactions, such as those held as part of an inter-institutional collaboration, provide a mechanism for people to develop informal networks with each other (Assimakopoulos and Macdonald 2003). These networks can provide knowledge sharing and retention benefits where educators use their informal networks for information or advice (Sitlington 2012). Inter-institutional collaborations provide members with formal interactions at meetings that aid in the promotion of informal networks. Where use of technology-based knowledge retention methods is limited, informal networks may provide the best knowledge retention processes.

Impact of Knowledge Retention in LIBs Education

The core business of LIBs Education in Nigeria is to create, manage and retained knowledge (Association of Commonwealth Universities 2006). However, according to Ratcliffe-Martin, Coakes and Sugden (2000) in Maponya (2004:8), LIBs education fails to recognise the importance of knowledge as a strategic resource. As libraries operate in the knowledge era they must focus on retaining their institutional knowledge both in the tacit and explicit format. For instance, the retention and management of knowledge enhances performance and may benefit institution by:

•   facilitating better decision-making capabilities
•   reducing 'product' development cycle time (i.e. curriculum development and research)
•   improving academic and administrative services
•   reducing costs
•   preserving corporate memory
•   combating staff turnover by facilitating knowledge capture and transfer (Kidwell, Vander   Linde&   Johnson 2000:31).

Importance of Knowledge Sharing for Knowledge Retention and Growth

   Essentially, the beauty of knowledge sharing is that knowledge grows when it is retained, used and shared with another, and it depreciates in value when it is kept to oneself (Syed-Ikhsan& Rowland, 2004). Moreso, as a result of knowledge sharing, the intellectual capital locked up in their hearts and minds can be retained and sustained for educational of library and information science educators in Nigeria. Therefore, it is important to know knowledge sharing can be retained and grow among educators.

   However, most importantly, knowledge sharing at the individual level is important because there are many ways in

which knowledge sharing can benefit the institution of learning. One of them is that the dialogue involved during sharing often lead to the generation of new ideas, which is considered as having the potential for the creation new knowledge (Nonaka, 2004). As a result, it leads to educational effectiveness (Chen, 2006) and improved institutional innovativeness (Hong, et al., 2004).

Besides, knowledge sharing can also benefit the institutions in less tangible ways. First of all, Hislop (2003) pointed out that the success of any knowledge management initiative is highly dependent on the educators' willingness to share their individual information and knowledge. Knowledge management involves activities that focused on capturing knowledge, and disseminating it accurately, consistently, concisely and in a timely manner to all who need it (Bollinger & Smith, 2001). Therefore, it requires the educators to share their experiences and personal interpretation of information in order to be successful.

Knowledge sharing also assists in institutional learning, and in its absence, the gap between individual and institutional knowledge widens (Ford & Chan, 2003). Central to institutional learning is the conversion of individual knowledge into institutional knowledge, and this can happen if educators share their knowledge with the rest of the educational members.

In addition, if institutional educators engage in knowledge sharing, the institution can avoid redundancy in knowledge production, and at the same time ensure the diffusion of best practice throughout the education (Husted &Michailova, 2002). Besides that, Husted and Michailova (2002) also claimed that the systematic sharing of knowledge among institutional members enables the institution to solve problem by making relevant personal knowledge available to the problem solving process regardless of where the knowledge is originally obtained and stored in the institution.

CONCLUSION

Indeed, there are many ways to ensure knowledge sharing behaviors among educators retained and growth for sustainable of LIBs education in Nigeria. Institution's management authorities need to develop management strategies and implement practices for retention and growth that encourage knowledge sharing. Focusing on management strategies and practices is crucial since any actions taken by the management can influence educators' behavior, especially when those actions are directly aimed at the educators themselves. The educators of an institution are by nature heterogeneous resources that are difficult to replicate, not readily mobile, and not easily duplicated (Barney, 2001). This provides a basis for institutions to develop these internal assets by employing practices, specifically human resource management practices that can encourage educators to behave positively including sharing knowledge with their colleague so that institutional knowledge is enhanced. The focus is on human resource management practices because in order to foster positive behaviors from the educators, institutions must be able to provide positive working conditions. This can be explained in the theory of social exchange that was developed by Blau (1964).

Basically, this theory posits that all human relationships are formed by the use of a subjective cost-benefit analysis and the comparison of alternatives. In relation to human resource management, social exchange theory (Blau, 1964) suggests that human resource activities affect the development of educators' trust, and commitment. Therefore designing institutional human resource management practices that can build trust and commitment among the educators can result in positive educators' behavior which leads to improved institutional effectiveness (Whitener, 1997). Furthermore, as proposed by Thite (2004) human resource management has a critical role to play in the knowledge economy since it creates people centric partnerships which is important in the creation, retention, growth and sharing of knowledge.

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Full Length Research

Funding Of Academic Libraries in Nigeria: A Case Study of Plateau State

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This research examines the funding of academic libraries in selected institutions in Plateau State. The objectives of the study are to: determine the nature of information resources in libraries of tertiary institutions in Plateau State; highlight the various ways of funding information resources; ascertain the extent of funds allocated for information resources acquisition in the libraries; identify the challenges of funding the libraries and provide recommendations that will improve the situation. The study adopted the cross-sectional research design. Copies of the questionnaire were administered to a sample of 10 libraries out of a population of 25 academic libraries in the state, using purposive sampling technique. The findings reveal among others that there is poor availability of information resources in the libraries, due to inadequate funding; the sources of funding are mainly from the parent institutions of the libraries and grants from TET Fund. The paper therefor, recommends amongst others that: academic libraries should explore alternatives to funding their services; libraries should apply for grants from reputable donors (foundations); academic institutions should organize appeal fund launchings to develop their library services; the Federal Government of Nigeria (FGN) should amend TET Fund laws to enable mono-technics, research institutions and public libraries benefit from the fund, academic institutions should encourage their alumnus to donate in kind or cash towards developing the library services and fee-based services should be introduced in the libraries. The study concludes that for academic libraries in Plateau State to compete globally in the educational system with those of other countries, the funding situation must be improved.

Key words: Academic Libraries, Funding, Plateau State, Nigeria

INTRODUCTION

Recent development in the country shows that the educational system is in bad shape and needs urgent intervention from the appropriate quarters, if Nigeria is to compete favourably in the global arena. Current revelation by Global Competitive Index for 2012-2013 released by the World Economic Forum (WEF) shows that Nigeria's educational system is in crises. It ranked Nigeria 146th among 148 countries presented on primary education (NIPSS Concluding

Seminar report, 2015). According to the report, some 10.5 million children of school age, 60% of them female are out of school in the country; the infrastructure is in a deplorable situation and the quality of teachers, very poor. The situation of public secondary schools, the report further states, is no better than that in the primary schools. The learning environment is poor and often characterized by decaying infrastructure.There is also inadequate teaching materials and personnel. Therefore, the rate of success in public examinations among secondary school students is low, while examination misconduct and several other vices including membership of secret cults is rampant (NIPSS Concluding Seminar report, 2015).

At tertiary level, which absorbs products of secondary schools there is gross underutilization of available places in the polytechnics and colleges of education; while on one hand, the universities are massively oversubscribed. For example, of the 1,257,257 candidates that sat for the Unified Tertiary Matriculation Examination (UTME) in 2016, only 1.59% and 1.65% indicated interest in polytechnic and colleges of education respectively. Others wanted space in the universities, where only 14.6% of them could be accommodated (NIPSS Concluding Seminar Report, 2015:52).

The above scenarios most likely reflect the picture of libraries at these three levels of education in Nigeria. Libraries are a critical part of the learning process and have tremendous impact on the country's educational system.If the educational system is good, it is a reflection of the standard of the libraries therein. Therefore, for the country's educational system to compete globally with those of other countries, great attention must be given to libraries, by way of adequate funding.

The present economic situation (perhaps globally) better couched in the phrase "Economic Recession" is not auguring well for academic libraries in terms of adequate funding to develop their collections and services. This has compelled academiclibraries to explore other means of supporting their services. As Olurotimi (2014) aptly puts it "-------- there is the need to build the consciousness of librarians to always face the reality that funds are not forth coming, hence they have to seek for alternative funding to make ends meet"

The importance of funding in providing qualitative library services therefore, cannot be over emphasized. It is the adhesive that holds the building, collection and staff together, and allows the library to realise its goals. As such, money can be considered indispensable in the library operations. Inadequate funds, notes Anafulu,as cited in Ubonu and Okiy (2011) impede the effectiveness of any library.

The discussion in this paper is limited to academic libraries in tertiary institutions in Plateau State, notably: universities, polytechnics, mono techniques, research institutions and the like. Funding, in the paper, is restricted to library information resources only, and does not include personnel, building and other library equipment. Funding in the paper also includes "gifts and donations" as alternative to "cash funding".

STATEMENT OF THE PROBLEM

Education has often been said to be the bedrock of any country's development. The quality of a nation's human resources is a strong determinant of its level of development. However, recent development in the country has revealed that the country's educational system at all levels is declining. Educational infrastructure such as buildings, learning materials (books, computers etc) are in a deplorable situation and short supply, respectively. Even the quality of teaching personnel is questionable. What then is responsible for this declining trend in the country's educational system? Experts in the country's educational system have identified poor funding as a major factor responsible for the deteriorating standard in the country's educational system. Consequently, and by extension, this also affects the standard of libraries in the educational system.

Libraries, as a critical and indispensable part of the country's educational system need adequate information resources to provide effective and efficient services to users in tertiary institutions. To do this effectively, they must be adequately funded. The question that readily comes to mind is, are libraries in tertiary institutions in Plateau State funded to enable them provide the desired services? If they are, how adequate is the funding? If they are not, what alternatives do they employ in providing the desired information resources to their users? Similarly, are these alternatives enabling them fulfill their mandate of providing effective and efficient service to users? Furthermore, are these funding measures enhancing library services in tertiary institutions in Plateau State that would enable the tertiary institutions compete globally with the educational system in other climes? This paper is an attempt to provide answers to these questions.

OBJECTIVES

The objectives of the study are to:

1. Determine the nature of information resources that are available in the libraries of tertiary institutions in Plateau State;
2. Highlight the various ways of funding the acquisition of information resources in the libraries;
3. Ascertain the extent of funds allocated for information resources acquisition in the libraries;
4. Determine the challenges of funding in the acquisition of information resources in the libraries;

METHODOLOGY

The study adopted the cross-sectional research design (covering a number of entities in a particular area). The instrument used in the study was questionnaire. The researcher also observed the scenario and interacted with staff of some of the libraries in a bid to obtain more information. The population of the study comprised the tertiary institutions in Plateau State, numbering twenty five (25). Purposive sampling technique was used in choosing the sample of ten (10) libraries. Ten (10) copies of the questionnaire were administered to the sample of the study. Nine (9) copies of the questionnaire were returned (duly completed), giving a response rate of 90%. Data was presented in tables and figures and was analyzed descriptively.

Data Presentation and Analysis

For Objective 1, ten copies of the questionnaire were administered to the sample of the study, being the ten academic libraries in the tertiary institutions in Plateau State. The result is presented in tables and figures to draw inferences on the phenomenon under investigation. Figure 1 gives a graphic representation of the response rate of the administered questionnaire.
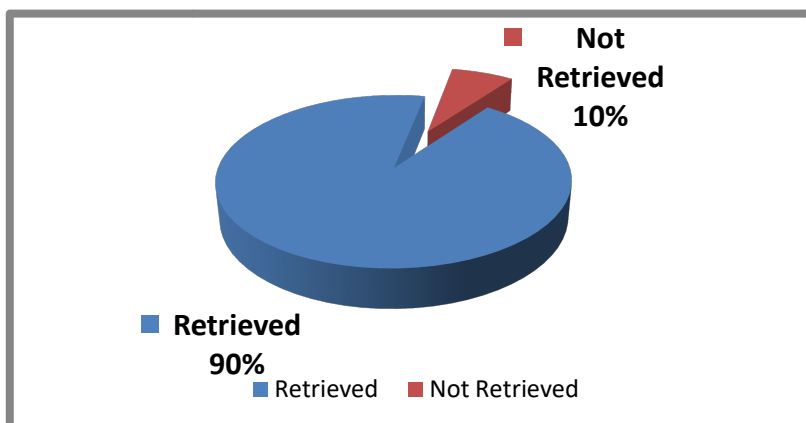

Figure 1: Response rate of Administered Questionnaires
Source: Field Survey, 2019

Figure1 above shows that out of 10 copies of questionnaire administered, 9 of the questionnaires representing 90% were returned. The retrieved questionnaires are adequate to enable effective discussion of the results.
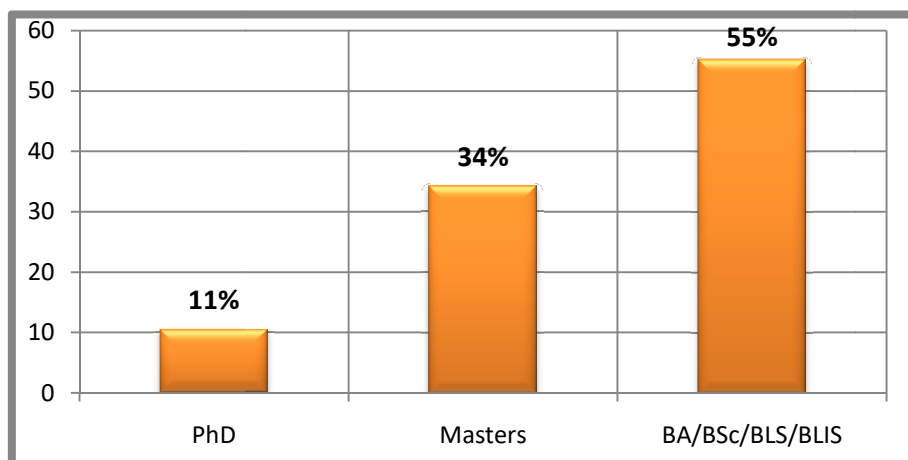
Figure2: Assessment of Level of Professionalism
Source: Field Survey, 2019

Figure2 above shows that, all the libraries have professional librarians that can be relied upon to manage and provide effective services to library users.

Table 2: Information Resources available in the Libraries

| S/N	Information Resources	Highly available%	Available	Poorly available	Not Available	Don't know	NR	Total
1	Books (Hard copies)	33%	56%	0	0	0	11%	100
2	Journals (Hard copies)	22%	33%	22%	0	0	22%	100
3	Newspapers/Magazines	33%	44%	11%	0	0	11%	100
4	Govt. Publications/Doc.	0	56%	44%	0	0	0	100
5	E-Books	11%	22%	33%	33%	0	0	100
6	E-Journals	11%	22%	22%	44%	0	0	100
7	Online Database	0	22%	11%	56%	0	11%	100
8	Off-line Database	11%	11%	33%	33%	0	11%	100
9	Internet	11%	33%	0	33%	0	1%	100
10	Students' Projects	56%	22%	0	11%	0	11%	100

Source: Field survey, 2019

The responses on the availability of information resources in the libraries from table 2 show that hard copies of information resources (books, journals, newspapers, magazines, government publications and student projects) are available. Soft or electronic copies of information resources are either poorly available or not available at all. Internet connectivity is however fairly available. The researcher's personal observation in some of these libraries revealed the poor availability of some of these information resources is mainly due to inadequate funding. This finding corroborates those of Onifade and Ogunjobi (n.d.), Afolabi (2014) and UboguaandOkiy (2011) who found that the funding of libraries in academic institutions is poor and suggested that serious attention be given to them.

**Table 3:** Various Ways of Funding the Acquisition of Information Resources in Libraries In Plateau State

Information resources	Parent Institution	Community	Individuals	Endowments	Govt. Agencies e.gTETFund	Foundations, e.g Bill Gates	Total
Books (Hard copies)	90	0	2	3	5	0	100
Journals (Hard copies)	90	0	2	2	6	0	100
Newspapers/Magazines	94	0	6	0	0	0	100
Government Publications/ Documents	93	0	2	3	2	0	100
E-Books	92	0	0	0	8	0	100
E-Journals	92	0	0	0	8	0	100
Online Database eg. EBSCOhost, Jstor	99	0	0	0	1	0	100
Off-line Database eg. E-Granary, CD-ROMs	99	0	0	0	1	0	100
Internet	98	0	0	0	2	0	100
Students' Projects	98	0	2	0	0	0	100

Source: Field survey, 2019

The analysis in table 3 on sources of funding information resources in the libraries studied reveal that parent institutions are mainly responsible for acquiring information resources with TETFund playing a supplementary role. Individuals and endowments rarely contribute to funding information resources acquisition in these libraries. From the researcher's observation and interaction with some staff of these libraries grant from TETFund appears to have played a significant role in funding acquisition of information resources than reported by respondents in the questionnaire. This revelation is in tandem with the discoveries ofSadiku (2012) and Okonkwo (2014) who found that academic libraries in Nigeria benefitted tremendously from grants by TETFund.
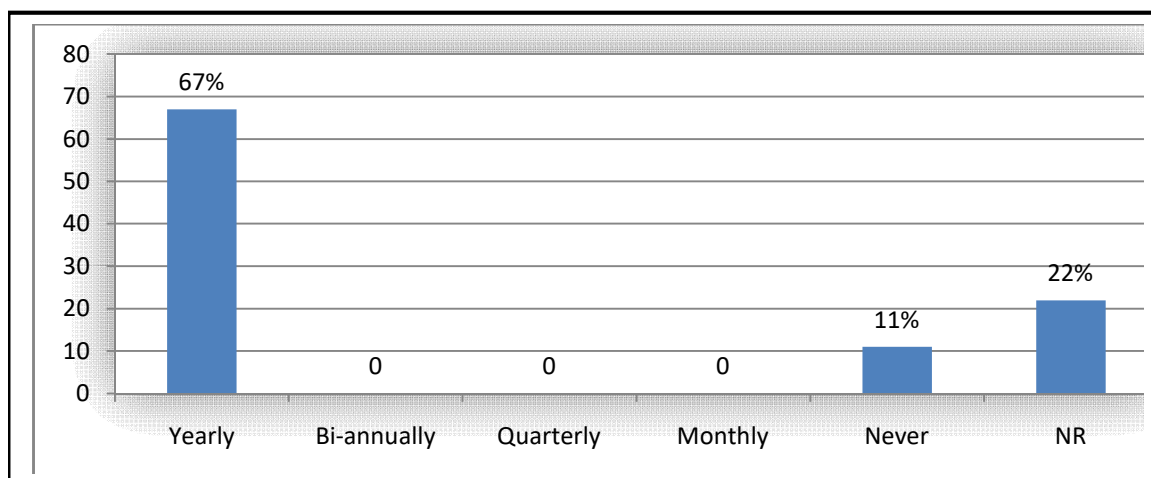
**Figure 3:** Frequency of Funds received from source

On the frequency of funding information resources received from source in libraries, figure3 above shows that most of the institutions studied receive funds once in year for acquiring their information resources in their libraries.
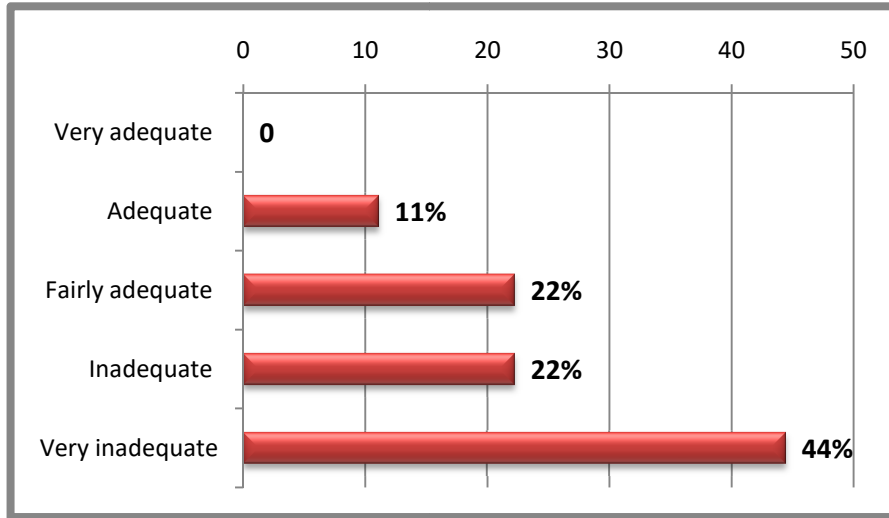
Source: Field Survey, 2019
**Figure 4**: Assessment of sufficiency of funding to library

From the data in figure4 above, it can generally be inferred from this revelation that the funding of information resources acquisition in these libraries is grossly inadequate. The researcher also gathered from interaction with staff in some of the libraries that the funding situation is very poor and pathetic
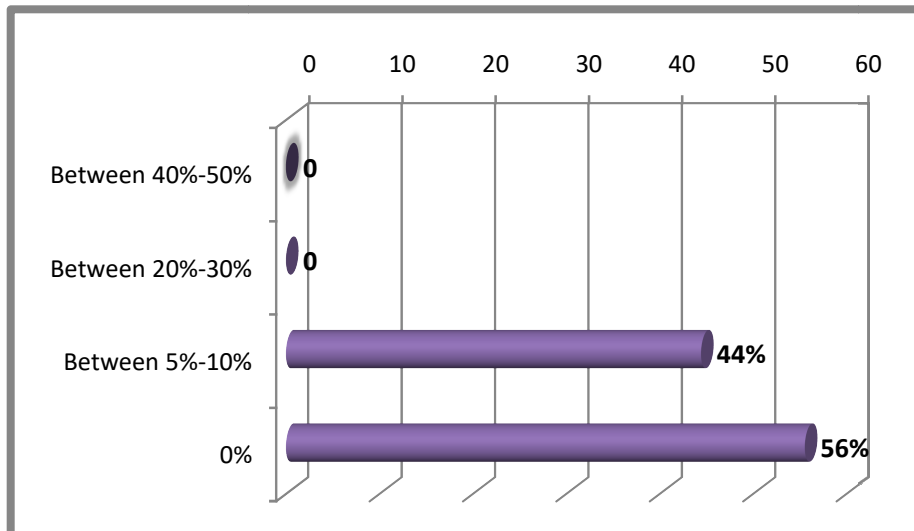
Source: Field Survey, 2019
Figure 5: Assessment of percentage of budget allocation to library development.

The revelation in figure5 above shows that libraries in these institutions are very poorly captured in their institutions' budgets.This finding supports that of Afolabi (2014) and Ubogu and Okiy (2011) who discovered that libraries in federal universities and academic libraries in Delta State, respectively were not adequately funded and recommended that adequate funding be provided for themin the institutions' budgets.
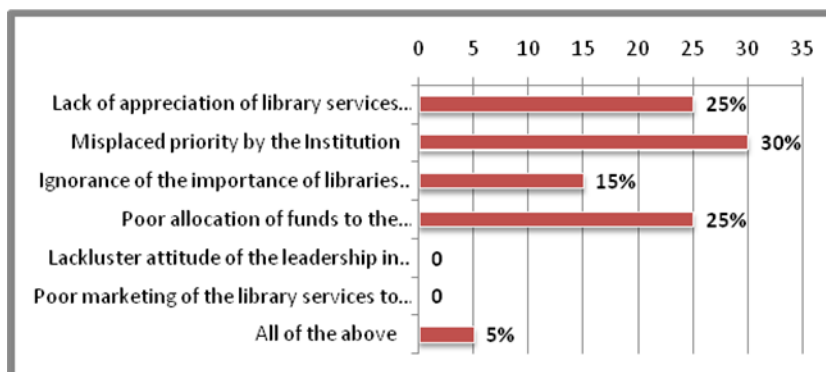
Figure 6: Assessment of challenges of funding libraries in Institution

The revelations in figure6 above show that misplaced priority by the management of the institutions, lack of appreciation of library services by the institutions' management and poor allocation of funds to the institutions constitute the major challenges of funding libraries in the institutions. Interaction with staff in some of the libraries showed that poor allocation of funds to the libraries constitutes the major challenge than the issuesof lack of appreciation of the library servicesand misplaced priority by the parent institutions. The findings of Onifade and Ogunjobi (nid), Afolubi (2014) and Ubogu and Okiy (2011) further corroborate this.

SUMMARY OF MAJOR FINDINGS

1. The responses on the availability of information resources in the libraries show that hard copies of information resources (books, journals, newspapers, magazines, government publications and student projects) are available. While soft or electronic copies of information resources are either poorly available or not available at all.
2. On sources of funding of information resources in the libraries studied, itwas discovered that the funding of the libraries were mainly through the parent institutions with TETFund playing a supplementary role.
3. It was also discovered that the funding of information resources acquisition in these libraries are grossly inadequate.
4. However, misplaced priority by the management of the institutions, lack of appreciation of library services by the institutions' management and poor allocation of funds to the institutions constitute the major challenges of funding libraries in the institutions.

CONCLUSION

Funding is an indispensable requirement in libraries of academic institutions globally, as it ensures the attainment of the institutions' goals and guarantees national development. Poor or inadequate funding of academic libraries can have devastating consequences on a country's educational system. Treatises have revealed that academic standard has fallen in most developing countries due to poor funding of the library services therein. This study has also shown that academic libraries are poorly funded in Plateau State. Hence, for libraries in the educational system of Plateau State to compete globally, there is the need to improve the funding situation in libraries. The implication of the study therefore is that, adequate funding of academic libraries is essential in a nation's educational system if it is to compete globally with other nations.

RECOMMENDATIONS

In view of the findings in this study, the following recommendations are proffered:

1. Academic libraries should explore alternatives to funding their services other than their parent institutions.
2. Academic libraries should apply for grants from reputable foundations to develop their services. Examples of these foundations are: Bill and Melinda Gates Foundation, Jim Ovia Foundation, AlikoDangote Foundation and many others.
3. Academic institutions should organize appeal fund launchings for the purpose of developing their library services. This should involve important individuals, alumnus of the institutions and corporate bodies in the community.
4. Academic institutions should value the importance of libraries in uplifting the standard of education in the society and allocate more funds (at least 10%) for development of library services from their budgets.
5. The Federal Government of Nigeria (FGN) should amend the TETFund laws to allow monotechnics, research institutes and public libraries benefit from the fund.
6. Library management should introduce fees for some of its services, such as access to databases, request for gray literature etc.

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APPENDIX

Institutions Used in the Study

1.   Baptist Bible College Lamingo, Jos
2.   College of Agriculture, Garkawa
3.   College of Animal Health and Production Technology, Vom
4.   College of Arts, Science and Technology, Kurgwi.
5.   College of Education Gindiri
6.   College of Health Technology, Pankshin
7.   College of Health Technology, Zawan.
8.   College of Land Resources Technology, Kuru
9.   ECWA Theological College, Jos
10.   Federal College of Education, Pankshin
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