PROVISION AND UTILIZATION OF SCHOOL LIBRARY INFORMATION RESOURCES AT NDUME OTUKA SECONDARY SCHOOL, ABIA STATE, NIGERIA

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ABSTRACT

This study surveyed the provision and utilization of school library information resources by students of Ndume Otuka Secondary School, Umuahia, Abia State, Nigeria. The constant decline in the use of school libraries, as observed in some secondary schools in Abia State, necessitated this study. The study was guided by six (6) research objectives. Descriptive survey method was the design adopted for the study. The study population is 1,438 consisting students from Junior Secondary (JS) 1 to Senior Secondary (SS) 3 of the school studied. However, a sample of 288 was drawn from the population, which represents 20% of the entire population. The 288 respondents were selected using the stratified random sampling technique. An observation checklist and a questionnaire were used for data collection. A total of 288 copies of the questionnaire were distributed while 273 copies were returned and found suitable for data analysis, giving a response rate of 94.8% and a reliability co-efficient of 0.85. Data collected was analyzed using descriptive statistics of mean scores and standard deviation and presented in frequency tables. A criterion mean of 2.50 was used to decide the level of agreement or disagreement to item statements. Findings of the study revealed the provision of different information resources such as textbooks, and magazines. Few of these resources were found to be utilized by the students. The extent of utilization of the school library information resources was found to be low, while the frequent use of majority of the information resources were for different reasons such as to prepare for examinations, for leisure, and to do assignment, among other reasons. It was also reported that utilization of the library information resources was faced with some challenges. Based on the findings, the study

recommended an increased availability of school library information resources and the creation of proper awareness to encourage use by the students, among others.

Introduction

From time immemorial, libraries have constituted an integral part of the human communication system. This view has been shared by many writers in their different studies. According to Oyedum and Babalola (2014), libraries from the modern conception of the word, are no passive repositories of artifacts and documents of the past, but are today seen as living agencies of intellectual enrichment. Consequently, a library is an organized collection of sources of information resources made accessible to a defined community for reference or borrowing as well as provides physical or digital access to materials to the user community. A library can be school, national, public, special or academic depending on the institution of affiliation, the users it serves, the materials it houses and the services it provides. A school library is the library that is established in a primary or secondary school (Edoka, 2000). It is a collection of a wide range of learning and teaching materials housed in a centrally organized place by librarian and indexed to serve wide range of readers. According to Agbo (2015), school libraries could be understood as those libraries attached or found in the pre-tertiary institutions such as nursery, primary and secondary schools with the mission of contributing to the intellectual development of pupils and students. The school library is the part of the school where collection of books, periodicals, magazines, newspapers, films, computers, filmstrip, videotapes, recording of all types are kept for use by the students and teachers.

School libraries are established to provide information resources, which communicate experiences and ideas from one person to another and make them easily and freely available to all users through some service-oriented efforts. It is equally available to all members of the school regardless of race, nationality, age, gender, religion, language, disability and educational attainment. School libraries deliver its services with the aid of different forms of information resources, and these resources are utilized in order to provide good learning environment for students and teachers so as to be able to achieve educational goals (Arua & Chinaka, 2011). Variety of library information resources is essential to help the school library fulfil its functions among which are: to thoroughly provide information resources necessary for the school's educational programmes (Fakomogbon, Bada & Omiola, 2012) and to help in improving and raising the reading skills and learning habits of students. Failure to have access to information resources in the library have numerous consequences like, poor reading habit, poor student's achievement, frustration, low morale and low productivity in teaching and learning.

Chukwueke, Onuoha and Nnadozie (2018) related library information resources to students' learning outcomes and found that the use of school library resources was associated significantly with better learning outcome and educational development. However, lack of access to information resources in the school library has resulted in students and pupils seeking information in the cyber-cafés, social media and Internet,

which offer similar information access services not considering the type of information they are exposed to and the consequences. Consequently, the inability of the school libraries to meet the information requirements of some library users might have forced them to use other resources when doing their assignments, preparing for examinations and other academic activities. This implies that if the school libraries fail to provide information resources required by the users of the library or is unable to make them available to the users in an easy way, then the libraries run the risk of losing such users. In order for school libraries to fulfill their objectives, there is need to improve on information resources provided to their users.

The school libraries have great roles to play in the provision of information necessary for the day to day educational business and purpose of the teachers, students and pupils (Agbo, 2015). Like their academic counterpart, school libraries should make adequate efforts to collect varieties of information resources and make them available and accessible to the users. It does not stop at making available (Ugah, 2007), but extends to ensuring their utilization, without which, the aim of the library is defeated. The importance attached to school librarianship, which is being negated by the constant dwindling of most school libraries and the attitude of secondary school students towards the use of library information resources led to this study on provision and utilization of library information resources at Ndume-Otuka Secondary School, Umuahia, Abia State, Nigeria.

Statement of the Problem

Literature and personal observations have shown that there is a fall in the standard of school libraries in the secondary education system in Nigeria. This fallen standard of school libraries is majorly attributed to poor library resources and services as well as patronage of these libraries. Evidentially, the students especially those in the secondary schools prefer the social media and the Internet to other means of information acquisition. The question therefore remains: "Has these social media and Internet performed more than what the school library can offer?" Consequently, interactions with teachers in the secondary schools as well as students show negligence of students towards their school libraries. However, it is an indisputable fact that school libraries still remain important tools for educational growth in Nigeria, especially, in this information age, where there is information growth and explosion.

The world is fast becoming a global village, provision and use of school library information resources deficiency places the students at a disadvantage position. This is so because most of the information needs in order to keep abreast with one's contemporaries can only be achieved through current and credible information materials such as textbooks, novels/story books, magazines, manuals, etc. which are domiciled in the school libraries. More so, the secondary school stage of any child is fundamentally important to education achievement of a child as well as the nation as a whole.

Nonetheless, there have been serious search for the solutions to the poor library usage mostly experienced among secondary students in Nigeria and beyond. Many authors hold that introduction of ICT to libraries will solve the problem, whereas others hold that ICT, amidst its benefits, may hinder quality us of the school libraries. A close look at available literature as well as personal observations show that most of the undergraduates in the first year have no idea of the library as well as absence of school

libraries in most secondary schools, inadequate information resources, non-use of school libraries by some secondary students, among other issues surrounding school libraries. Based on this assertion, this research was conceived to investigate the provision and utilization of library information resources at Ndume-Otuka Secondary School, Umuahia, Abia State, Nigeria.

Objectives of the Study
The following objectives guided the study, which were to:
1. determine the library information resources provided at Ndume Otuka Secondary School;
2. identify the library information resources utilized at Ndume Otuka Secondary School;
3. examine the extent of utilization of library information resources at Ndume Otuka Secondary School;
4. find out the reasons for utilization of library information resources at Ndume Otuka Secondary School;
5. examine the challenges facing the utilization of library information resources at Ndume Otuka Secondary School; and
6. proffer solutions to the challenges facing the utilization of information resources at Ndume Otuka Secondary School.

Review of Related Literature
Information according to Ochai (2007), is the result of processing, manipulating and organizing data in a way that adds to the knowledge of the receiver. This information is contained in resources referred to as information resources. Thus, information resources include all forms of information carriers that can be used to promote and encourage effective research activities and developmental projects (Chimah & Nwokocha, 2015). Consequently, Popoola (2008) defined information resources as those information bearing materials that are both in printed and electronic formats, such as text books, journals, indexes, abstracts, newspapers and magazines, CD-ROM databases, Internet/e-mail, computers, etc. They are the raw materials that libraries acquire, catalogue, stock and make available to their patrons (Nnadozie, 2007). Library patrons need various kinds of information resources for learning, research, self-development and long-life learning. Most of these library users need not visit the physical library to use print formats, but through network can stay at home or the office and access online library resources and services (Aleraraiye as cited in Olusola & Oladele, 2014; Akidi, Okogwu & Uzoagba, 2017).

The minimum standards in many respects provide awareness of the crucial role of school libraries in enhancing the quality of instruction in our school as a starting point through the provision of adequate information resources as well as its utilization (Arua & Chinaka, 2011). Therefore, there is the need to recognize libraries, especially, the school libraries as invaluable information resources which must work in partnership with school and community workers (Chukwuek, Onuoha & Nnadozie, 2018). Nonetheless, for the school library to be complete, it must include the totality of human and organized material

resources available in both book and non-book format for providing and obtaining needed information (Ahiauzu, 2002). This is because, information resources in different formats in the school libraries help to empower pupils, students and teachers in the enrichment and development of their lives and that of the communities. According to Parvathamma and Reddy (2009), school libraries have been noted to improve literacy through various forms of information resources and educational services they render over time. They are also well known to stimulate imaginative thoughts and expand personal horizons while making the empowerment of citizen, and provision of access to a common cultural heritage, a reality (Benson, Okrafor & Anyalebechi, 2017).

Research had shown an imbalance between information availability and utilization in libraries and information centres (Benard & Dulle, 2014; Chukwueke, Onuoha & Nnadozie, 2018; Onuoha, Chukwueke & Ogbuji, 2019). This, however, is summarized by Ozoemelem (2009) in what he termed "low utilization of the library caused by lack of awareness on the part of users". Provision and utilization of information resources of various types are important in every educational setting to sustain learning activities (Olaopa, 2017). To Uhegbu (2007), utilization of information differs from person to person and from one corporate organization to the other according to their information needs and other socio-economic imperatives. It can be viewed within the context of need, accessibility and function performed. Alegbeleye, as cited in Chimah and Nwokocha (2015), posits that utilization of information by any clientele is influenced by the kind of job done, profession or function performed. Further stressing on the above assertion, the authors strongly believed that accessibility is one of the prerequisites of information utilization. Thus, the purpose, user characteristics, environment or situation involved, medium of communication, quality, infrastructural facility, cost and time of availability are conditions that determines the use of information.

Utilization of information and information resources forms the basic requirement for every human activity and it is as important as food, air and water. Information resources use involves incorporating information into individual's existing knowledge base (Spink & Cole, 2005) for decision making. In information use, the usefulness of information source is assessed in terms of the information that is deemed valuable and is absorbed in order to solve a problem or make sense of a situation (Savolainen, 2009). According to Olawoyin, Madukoma and Esse (2017), information use occurs when information acquired by an individual to satisfy an information need is actually put to use. The school libraries and its information resources are mostly used by students to prepare for their next class period, examination, general education, information, competitions, recreation and inspiration (Todd, 2012; Onuoha, Chukwueke & Ogbuji, 2019). These reasons, therefore, make it a thing of uttermost importance for the school libraries, according to Fayose, as cited in Dike (2004), to judiciously select and procure the prescribed or recommended textbooks and other reading materials from different sources, technically process them by making use of a standard scheme of classification and catalogue them to provide various access point. As well as organise the collection and circulate the materials for dissemination, bearing in mind the manner most convenient for the users (students and teachers).

Consequently, the general aim of school libraries through the provision and ensuring of proper utilization of information resources is to fulfill some needs for documents and information of the users or potential users (Todd & Kuhlthau, 2005).

According to Dike (2004), libraries especially, the school libraries, have come to recognize the need to acquire documents and render services that will be appreciated by the users and not merely the resources and services the library feel is good. However, it is important that need is not mistaken for demand. The demand for information resources or documents may be low, for example, because the library is seen as inaccessible by the users. Still, the needs exist. An information need may be more or less recognized by the users but there is need for information resources for different educational and recreational needs. However, a lot of studies have been carried out on information resources use in libraries. This is so because it is the users that make the library and its services come alive. A library's information resource that is not used is as good as dead as it cannot justify its existence. It is therefore the use to which the library is put that infuses life into its resources and services; hence, provision is not acknowledged without its utilization.

Methodology

This research made use of the descriptive survey design with focus on Ndume Otuka Secondary School, Umuahia North Local Government of Abia State, Nigeria. The study population was 1,438 consisting students from JS 1 to SS 3 of the school studied, from which a sample of 288 was drawn, which represents 20% of the study population. The sample was selected using the stratified random sampling technique. An observation checklist and questionnaire were used for data collection. The observation checklist was used to ascertain the library information resources provided in the secondary school studied. It composed of 14 items (library information resources).

The questionnaire was made up of two sections. Section A contained the personal data of the respondents while Section B contained core variable questions divided into clusters ranging from Cluster 1 to 6, with 56 item statements. The items in the questionnaire consisted of close-ended questions using scale of Strongly Agreed (SA)/Very High Extent (VHE), Agreed (A)/High Extent (HE), Disagreed (D)/Low Extent (LE), and Strongly Disagreed (SD)/Very Low Extent (VLE. A total of 288 copies of the questionnaire were distributed but 273 copies were returned and found suitable for data analysis, giving a response rate of 94.8% and a co-efficient reliability of 0.85. However, data collected was analyzed using descriptive statistics of mean scores and standard deviation and presented in frequency tables. A criterion mean of 2.50 was used to decide the level of agreement or disagreement to item statements. Hence any item statement with mean score equal to or greater than the criterion mean (Mean ≥ 2.50), was agreed, while any item statement with mean score less than the criterion mean (Mean < 2.50), was disagreed.

Presentation of Result

This section presents result generated from the field survey in line with the research objectives. Results were presented in order of the research objectives.

Research Objective One: To determine the library information resources provided at Ndume Otuka Secondary School.

Table 1: Library Information Resources Provided at the School

S/N		Provided	Not Provided
1.	Textbooks	√	
2.	Magazines	√	
3.	Newspapers	√	
4.	Filmstrips		√
5.	Tapes		√
6.	Slides		√
7	Video tapes	√	
8	Recordings		√
9	Computer study kits	√	
10	Art painting	√	
11	Journals		√
12	Reports		√
13	Maps/Charts	√	
14	Novels/story books	√	
		57.1%	**42.9%**

Data collected through the use of an observation checklist and presented in Table 1, bothering on the library information resources provided at Ndume Otuka Secondary School, Umuahia shows the existence of different information resources. The library information resources observed to be present in the library include: textbooks, magazines, newspapers, video tapes, computer study kits, art painting, maps/charts, and novels/story books. It was also observed that filmstrips, tapes, slides, recordings, journals and reports were among the information resources not provided in the library. Based on the provision of eight (8) library information resources out of fourteen (14) resources investigated, it could be right to state that the School provides good number of information resources in their library.

Research Objective Two: To identify the library information resources utilized at Ndume Otuka Secondary School.

Table 2: Library Information Resources Utilized at the School

S/N		Utilized	%	Not Utilized	%	Decision
1	Textbooks	149	54.6	124	45.4	Utilized
2	Magazines	167	61.2	106	38.8	Utilized
3	Newspapers	110	40.3	163	59.7	Not utilized
4	Filmstrips	89	32,6	184	67.4	Not utilized
5	Tapes	55	20.1	218	79.9	Not utilized
6	Slides	90	33.0	183	67.0	Not utilized
7	Video tapes	83	30.4	190	69.6	Not utilized
8	Recordings	131	48.0	142	52.0	Not utilized
9	Computer study kits	167	61.2	106	38.8	Utilized

10	Art painting	167	61.2	106	38.8	Utilized
11	Journals	119	43.6	154	56.4	Not utilized
12	Reports	58	21.2	215	78.8	Not utilized
13	Maps/Charts	131	48.0	142	52.0	Not utilized
14	Novels/story books	165	60.4	108	39.6	Utilized

Result gotten and presented in Table 2 showed the use of few information resources by the students of the secondary school studied. The information resources discovered to be utilized by majority of the respondents include textbooks, magazines, computer study kits, art painting, and novels/story books, while others are not utilized by majority of the students. A close look at Table 1 on resources provided and that of Table 2 on resources utilized, it is clear that there is a significance difference between what is provided and what is being utilized, which goes a long way in supporting the assertion of Ugah (2007) that availability does not mean utilization.

Research Objective 3: To examine the extent of utilization of library information resources utilized at Ndume Otuka Secondary School.

Table 3: Extent of Utilization of Library Information Resources at the School

S/N	Items	VHE	HE	LE	VLE	Mean	S.D	Decision
1	Textbooks	70	137	38	28	2.91	0.895	High Extent
2	Magazines	140	79	30	24	3.23	0.962	High Extent
3	Newspapers	102	105	30	36	3.00	1.007	High Extent
4	Filmstrips	54	12	140	67	2.19	1.023	Low Extent
5	Tapes	12	60	76	125	1.85	0.913	Low Extent
6	Video tapes	48	54	107	64	2.32	1.020	Low extent
7	Recordings	36	48	118	71	2.18	0.967	Low Extent
8	Computer study kits	36	24	101	112	1.94	1.013	Low Extent
9	Art painting	86	102	47	38	2.86	1.015	High Extent
10	Reports	36	30	100	107	1.98	1.016	Low Extent
11	Maps and Charts	139	96	12	26	3.27	0.928	High Extent
12	Novels/story books	12	48	122	91	1.93	0.826	Low Extent
	Cluster					2.47	0.965	Low Extent

Key: Very High Extent (VHE); High Extent (HE); Low Extent (LE); Very Low Extent (VLE), S.D (Standard Deviation)

Table 3 presents the mean and standard deviation ratings of the respondents on the extent of utilization of library information resources in Ndume Otuka Secondary School, Umuahia. The overall response shows that there is low extent of utilization of library information resources in the school studied. This is as a result of the cluster mean, which is 2.47, obtained, being lower than the criterion of 2.50 selected for the study. Specifically, majority of the respondents rated the extent of utilization of five (5) information resources, high and the extent of utilization of seven (7) information resources low. The resources highly utilized by majority of the respondents include: textbooks, magazines, newspapers,

art painting, maps and charts, while other library information resources were reported to be of low utilization by majority of the respondents.

Research Objective 4: To find out the reasons for utilization of library information resources at Ndume Otuka Secondary School.

Table 4: Reasons for Utilizing Library Information Resources at the School

S/N	Item Statements	SA	A	D	SD	Mean	St. Dev.	Decision
1	Prepare for examinations	165	72	24	12	3.43	0.829	Agreed
2	Prepare for next class period	71	72	100	30	2.67	0.981	Agreed
3	Get information about my country and other countries	0	64	145	64	2.00	0.686	Disagreed
4	Prepare for competition	113	112	30	18	3.17	0.872	Agreed
5	Enjoy myself (recreation)	163	68	18	24	3.36	0.944	Agreed
6	Inspire myself	120	123	18	12	3.29	0.776	Agreed
7	Get knowledge	110	109	36	18	3.14	0.884	Agreed
8	Develop the ability to read and write	145	92	12	24	3.31	0.913	Agreed
9	Do my assignments and class works	36	42	85	110	2.01	1.043	Disagreed
10	Because our teachers refer us to the library sometimes	109	134	30	0	3.29	0.653	Agreed
	Cluster					2.97	0.858	Agreed

Key: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree), St. Dev. (Standard Deviation)

Table 4 presents respondents' reasons for utilization of library information resources in Ndume Otuka Secondary School, Umuahia. The overall response, with a cluster mean of 2.97, which is above the criterion mean, shows a high level of acceptance and strong agreement of the reasons for the utilization of library information resources in the secondary school studied. Specifically, the following reasons motivate the utilization of library information resources by the students: preparing for examinations, for next class period, for competition, for recreation, inspire themselves, getting knowledge, developing the ability to read and write, and because their teachers refer them to the library sometimes.

Research Objective 5: To examine the challenges facing the utilization of library information resources in Ndume Otuka Secondary School.

Table 5: Challenges of Utilization of Information Resources at the School

S/N	Item Statements	SA	A	D	SD	Mean	St. Dev.	Decision
1	Unawareness of information resources in the library	108	111	24	30	3.09	0.958	Agreed

S/N	Item Statements					Mean	St. Dev.	Decision
2	Inadequate information resources in the library	120	105	24	24	3.18	0.923	Agreed
3	Presence of outdated information resources in the library	201	36	18	18	3.54	0.883	Agreed
4	Absence of guide on how to use the library	137	76	30	30	3.17	1.013	Agreed
5	Inadequate knowledge of the library use policy	37	158	42	36	2.72	0.860	Agreed
6	The attitude of the librarian when trying to use the resources	96	111	36	30	3.00	0.963	Agreed
7	Noisy nature of the library	71	136	42	24	2.93	0.874	Agreed
8	Absence of light in the library	119	89	30	35	3.07	1.028	Agreed
9	The library is always closed and not accessible	118	131	24	0	3.34	0.635	Agreed
10	Before we finish our lessons, the library is closed	84	135	24	30	3.00	0.916	Agreed
	Cluster					3.10	0.905	Agreed

Key: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree), St. Dev. (Standard Deviation).

Table 5 presents data generated on the challenges facing the utilization of information resources in Ndume Otuka Secondary School, Umuahia Library. Majority of the respondents strongly agreed and accepted all the items as challenges of utilization of information resources in Ndume Otuka Secondary School, Umuahia Library. The cluster mean of 3.10, obtained indicated a high level of acceptance of the item statements. The challenges as found out from the study include: Unawareness of information resources in the library, inadequate information resources in the library, presence of outdated information resources in the library, absence of guide on how to use the library, inadequate knowledge of the library use policy, the attitude of the librarian when trying to use the resources, noisy nature of the library, absence of light in the library, the library is always closed and not accessible, and the fact that before the student finishes their lessons, the library is closed.

Research Objective 6: To proffer solutions to the challenges facing the utilization of information resources in Ndume Otuka Secondary School.

Table 6: Solutions to the Challenges in Utilizing Information Resources

S/N	Item Statements	SA	A	D	SD	Mean	St. Dev.	Decision
1	The librarian should organise programmes aimed at creating	90	123	30	30	3.00	0.939	Agreed

		SA	A	D	SD	Mean	St. Dev.	Remark
	awareness of information resources in the library							
2	Provision of adequate information resources in the library	107	100	24	42	3.00	1.048	Agreed
3	Acquisition of current and relevant information resources in the library	160	89	12	12	3.45	0.776	Agreed
4	Provision of guide on how to use the library	71	130	0	72	2.73	1.117	Agreed
5	Inculcating in students, knowledge of the library and its use policy	103	135	5	30	3.14	0.905	Agreed
6	The librarian should be friendly to users and approachable	142	59	24	48	3.08	1.144	Agreed
7	Efforts should be made to keep the library away from noisy area	68	127	36	42	2.81	0.982	Agreed
8	Provision of adequate power supply in the library	90	80	54	49	2.77	1.095	Agreed
9	Students should be given time in the curriculum for library visit	103	116	30	24	3.09	0.913	Agreed
10	The opening and closing hours of the library should be extended	116	100	38	19	3.15	0.908	Agreed
	Cluster					3.02	0.983	Agreed

Key: SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree), St. Dev. (Standard Deviation)

Table 6 presents data collected on the solutions to the challenges facing the utilization of information resources in Ndume Otuka Secondary School, Umuahia Library. Result shows that majority of the respondents strongly agreed and accepted all the items as solutions to the challenges facing the utilization of information resources in Ndume Otuka Secondary School, Umuahia Library. The cluster mean of 3.02, obtained indicates a strong agreement and high level of acceptance of the item statements. The solutions are as follows: The librarian should organize programmes aimed at creating awareness of information resources in the library, provision of adequate information resources in the library, acquisition of current and relevant information resources in the library, provision of guide on how to use the library, inculcating in students, knowledge of the library and its use policy, the librarian should be friendly to users and approachable, efforts should be made to keep the library away from noisy area, provision of adequate power supply in the library, students should be given time in the curriculum for library visit, and the opening and closing hours of the library should be extended.

Discussion of the Findings

The finding of the study on objective 1 shows the provision of eight (8) library information resources out of fourteen (14) resources investigated, the implication of this finding is that Ndume Otuka Secondary School, Umuahia provides good number of information resources in their library. To this end, this study to a large extent agrees with the work of Arua and Chinaka (2011) and Todd (2012), which revealed the existence of information resources in different forms in secondary school libraries they investigated. Consequently, the study of Ternenge and Agipu (2019) revealed that textbooks, newspapers, novels and magazines were the common library resources found in the selected school libraries covered in their study. However, with the non-provision of some of the library information resources investigated, the result shows that the library studied is not having a balanced collection. Except effort is made to ensure a balanced collection of information resources, the services provided by the library will be limited and undermined, which will be in line with assertion of Chidaka (as cited in Ternenge & Agipu, 2019) in his investigation on utilization of school library resources in teaching in secondary schools that most of the relevant materials were not available in all the schools.

The finding on objective 2 of this study shows the utilization of few library information resources in the secondary school studied. The utilization of these few library information resources as against the resources provided, is a true reflection of the assertion of Ugah (2007) that availability does not mean utilization. This is to say that provision of information resources in the library does not depict its utilization. Based on the findings of this study, there is a disagreement with the work of Todd (2005), and Tood (2012), which found out a high level of utilization of library resources in school libraries studied in Ohio. The disagreement may be as a result of difference in location and time of study. It could be that Ndume Otuka Secondary School is among the secondary school where students receive a list of textbooks and other information materials, which they are compulsorily required to buy for their personal use, as well as the teacher librarian's inability to play critical roles projected by Stephanie (2015). Therefore, the gap the school library would have filled in terms of provision of information resources, the students have been compulsorily required to fill the gap without understanding that there still remain information resources, which were not among the list of books given to them upon admission into the secondary school and their different classes.

The finding on objective 3 shows that there is low extent of utilization of library information resources in Ndume Otuka Secondary School. This disagree with the work of Todd and Kuhtlthau (2005), which reported high use of school library resources by secondary school students in some selected schools in Ohio. The disagreement may be likened to the geographical differences of the two studies and the time they were conducted. The study is in agreement with earlier study of Chukwueke, Onuoha and Nnadozie (2018), which reported low utilization of library resources in the secondary school studied. This further amplifies the preliminary survey which revealed negative attitude and high negligence of school library by most of the students, especially those in the lower classes.

The result of the study on objective 4 reveals the use of the library information resources in Ndume Otuka Secondary School for different reasons, such as to prepare for examinations, prepare for next class period, prepare for competition, for recreation, inspire myself, get knowledge, develop the ability to read and write, and because their

teachers refer them to the library sometimes. This finding of this present study is in agreement with the study of Todd and Kuhtlthau (2005) in Ohio, which reported that 99.4% of students in grades 3 through 12 believe school libraries, their information resources and services help them become better learners, as it is contained in the reasons accepted by majority of the respondents that contributes to their reasons for the utilization of library information resources in the Library studied. The finding further corroborates the assertions and studies of Akanwa (2007); Arua and Chinaka (2011); Agbo (2015); Akidi, Okogwu and Uzoagba (2017); Onuoha, Chukwueke and Ogbuji (2019), among others, which revealed the ability to learn to read and write, do assignments and class works and prepare for examinations, as among the reasons for students' use of library information resources.

The findings of the study on objective 5 indicated that there are numerous challenges facing the utilization of library information resources in Ndume Otuka Secondary School. These challenges include: Unawareness of information resources in the library, inadequate information resources in the library, presence of outdated information resources in the library, absence of guide on how to use the library, inadequate knowledge of the library use policy, the attitude of the librarian when trying to use the resources, noisy nature of the library, absence of light in the library, the library is always closed and not accessible, and the fact that before the student finishes their lessons, the library is closed. These challenges are in line with the challenges found out by study of Owate and Okpa-Iroha (2013), which revealed that in cases where spaces are provided for the establishment of libraries in secondary schools, the materials in the libraries were not only scanty but poorly organized. The finding is also in line with the study of Arua and Chinaka (2011), which reported poor library orientation, and restricted library hours, as among the challenges.

The result of the study on objective 5 showed different solutions to the challenges of utilization of library information resources in Ndume Otuka Secondary School. These solutions include: The librarian should organize programmes aimed at creating awareness of information resources in the library, provision of adequate information resources in the library, acquisition of current and relevant information resources in the library, provision of guide on how to use the library, inculcating in students, knowledge of the library and its use policy, the librarian should be friendly to users and approachable, efforts should be made to keep the library away from noisy area, provision of adequate power supply in the library, students should be given time in the curriculum for library visit, and the opening and closing hours of the library should be extended. Except solutions and strategies are applied to remedy these challenges, the case may be worse than what has been revealed in respect of utilization of library information resources at Ndume Otuka Secondary School.

Based on the result of the findings, the study concludes that there is low utilization of library information resources at Ndume Otuka Secondary School, Umuahia. These solutions as reported by the present study agree with those of Owate and Okpa-Iroha (2013), which recommended the provision of adequate school library information resources and services. It further agrees with the opinions of Todd (2005); Arua and Chinaka (2011); Agbo (2015); and Stephanie (2015), among other studies and papers, which reported the excepted roles of secondary school management, school/teacher

librarians and other stakeholders towards achieving quality school librarianship within and outside Nigeria.

Conclusion

Though the issue of provision and utilization of library information resources at various levels have been critically looked into, it seems as if the menace of either low provision or low utilization of library resources has always been the case, especially in Ndume Otuka Secondary School, Umuahia. However, for some libraries where resources are provided, the utilization is another issue. There exist numerous library information resources at Ndume Otuka Secondary School, Umuahia. Majority of the resources are in print form with only a few of them in electronic form. Thus, the study concludes that the secondary school studied, provides information resources of different formats, being utilized to a low extent. This may have been due to the fact that the students may not have come to know about the library and its resources, which has hindered them from appreciating what the library has to offer them

Recommendations

Based on the findings of the study, it was recommended that:
1. Efforts should be made by the authorities of the secondary school library to provide information resources of different formats as it will go a long way in attracting the students to using them.
2. Programmes that motivate utilization of library information resources should be mounted in secondary schools by authorities of these schools. These programmes could exist in the forms of reading competition, award for best library user of the term, library exhibition and display, etc. When this is done, the attention of the students will be drawn to materials provided in the library, which may be of benefit to them.
3. School libraries should intensify efforts in creating time for the students' use of the library in their time-table and curriculum. As well, the students should be taught on the essence of using library information resources and how it can develop their academic performance. Preferably, "Use of Library" should be taught in secondary schools.
4. School librarians should intensify efforts in teaching the students and users of the school library the various purposes the school library will serve them. When this is done, the student or library users develops the interest of using the school library when faced with challenges the library can solve.
5. Management of school libraries should intensify efforts to provide adequate and relevant information resources as well as provide adequate guide on how to use the library.
6. Librarians, especially, those in the secondary schools should exhibit friendly characteristics and be approachable and patient to users' problem. They are also expected to show love and kindness to all library users irrespective of status.

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AN ASSESSMENT OF THE ROLE OF LIBRARIES IN POVERTY ALLEVIATION AMONG THE YOUTH IN LAGOS STATE, NIGERIA

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ABSTRACT
A survey of the historical and contemporary facts and figures presents Nigeria as a nation battling with poverty eradication. The situation is further compounded by the level of poverty and the attendant socio-economic milieu among economically active youth. The study was based on a review of relevant literature on the use of public libraries and their roles in government's commitment towards poverty alleviation among the youths in Lagos State, Nigeria. Employing a mixed methods approach, both qualitative and quantitative data were obtained. Using a purposive sampling technique, quantitative data were obtained with the use of a questionnaire administered to 378 youths selected from a total population of 475 persons who attended the readership and entrepreneurship community engagement programmes held at the three remodeled public libraries in Lagos State. Qualitative data were gathered from library users and administrators using interviews, observation and document analysis. While quantitative data were analyzed using frequency counts and simple percentage, qualitative data were analyzed using thematic analysis. Findings revealed that 58.5 percent of youths living in Lagos State, have low standard of living, and 80.7 percent are in need of information on survival and income generation to tackle poverty. Findings further revealed that three out of the eleven public libraries remodeled are providing free access to information resources, access to information and Communication Technologies (ICTs) and community space for various programmes to help alleviate poverty among youths. The study concludes that public libraries play critical roles in poverty alleviation among youths, and recommends that management of public libraries should develop strategies for advocacy and sustainable information dissemination mechanism in line with the government's vision on poverty alleviation programmes in Lagos State.

Keywords: Poverty alleviation, Youths, Empowerment, Public libraries, Lagos State, Nigeria

Introduction

Poverty has always been a major challenge facing Nigeria as a nation, and this phenomenon remains hugely problematic in the country. The last official estimates from 2009 – 2010 were that 53.5 percent of the Nigerian population live below the poverty line, as indicated by the transnational poverty line of US$ 1.90 per person, per day. By 2016, the poverty rate was projected to have fallen to 48.4 percent or 90 million persons. However, due to current slow economic growth, the poverty rate will most likely have increased moderately in 2017 (World Bank, 2018). With an estimated population of 198 million, it is alarming to know that 87.52 million (44.2 percent) are still living below the poverty line of US$ 1.90 (six hundred and eighty-four naira) per person per day (Ndujihe, 2018; Omoniyi, 2018, Abdullahi, 2019).

The high poverty rate in Nigeria is associated with unemployment and under-employment. The evidence for this can be seen in the statistics provided by the Nigerian National Bureau of Statistics (2016), which indicate that Nigeria's unemployment rate rose from 12.1% to 13.3% in the first and second quarters of 2016, or from 24.4 million to 26.06 million people respectively during the period. The convergence in poverty and unemployment trends shows large regional disparities in living standards due to a number of factors ranging from availability of jobs to returns on human capital. Theresa May, the British Prime Minister, during her visit to Nigeria on the 29th of August 2018, reaffirmed that Nigeria is home to the highest number of poor people in the world (Ndujihe, 2018). Yet, Nigeria has abundant human and financial resources, but these have not translated into meaningful improvement in the lives of the citizens, especially the youth who are still fighting for mere survival. Today, millions of the citizens live in critical economic conditions as poverty continues to bite harder and the unemployment rate increases on a daily basis.

As youth unemployment in particular continues to rise, Anyebe (2014) notes that the Federal government has purposively initiated programmes such as the National Poverty Eradication Programme (NAPEP) in 2001. The National Poverty Eradication Programme (NAPEP) replaced the Poverty Alleviation Programme and coordinated other sub- programmes which were established in its wake. These include the Youth Employment Scheme (YES) and Social Welfare Scheme among others (Odey & Okoye, 2014). The initiation of other sub-programmes such as the Capacity Acquisition Programme (CAP), Mandatory Attachment Programme (MAP) and Micro Credit Progamme (MCP) emerged from the Youth Employment Programme (YES). Prior to the foregoing initiatives, similar polices on skills acquisition to address youth poverty had been in place in the 1980s. The National Directorate of Employment (NDE) programmes had been established to tackle skills development and job creation in areas of agricultural development, vocational skills development, small-scale industries and graduate programmes Umoh (2012) as cited by Odey & Okoye, 2014). The programme could however, not be sustained due to factors mainly related to inadequate funding, policy distortion and corruption (Umoh, 2012).

Various studies elucidate that these innumerable programmes put in place to eradicate poverty among the youth did not yield significant results at the national level, hence each state government established various structures to further develop poverty elimination mechanisms among their youth population. Lagos State, being the former

federal capital and the commercial heart of the country is said to have more job creation opportunities than other states. For this reason, youth from all over the country migrate to Lagos State in search of white-collar jobs and sustainable livelihoods (Fapohunda, 2012). The influx of youth into Lagos State, has informed the development of systemic approaches and initiatives in response to the need for sustainable livelihoods and poverty alleviation. First, is the Youth Employment Scheme (YES), which aimed to reduce poverty in the State to its barest minimum by November 2019 (LASG 2018), and second, the establishment of 17 vocational/skill acquisition centers across twenty local government areas. This initiative was designed to train youth in as many vocations as possible, e.g. ICTs, catering and hotel management, refrigeration and air-conditioning, aluminum fabrication, textile design, hair dressing/barbing and cosmetology among others. (Faponhunda, 2012, LASG, 2018).

Other initiatives introduced in Lagos State to reduce poverty alleviation as reported by Kellog (2018) included investment of twenty- five billion Naira towards the creation of 300,000 direct and 600,000 indirect jobs by 2019 under the auspices of the Lagos State Employment Trust Fund (LSETF). Of particular interest is the remodeling of three out of 12 public libraries under a Public Private Partnership (PPP) with Lagos State which was accomplished in 2017 with the aim of giving the libraries a new look to reflect global standards in library services (Omisore, 2017). Further initiatives included maintaining existing partnership programmes to support poverty alleviation among the youth as reported by Oduwole (2016), along with Lagos State employment generation initiatives aimed at providing free skills training and re-training and provision of soft loans for the youth to establish businesses (Musbau,2018. Lastly, the creation of more employment opportunities such as the Lagos Neighbourhood Safety Corps, established in 2016 was designed to assist the state police and other security agencies to maintain law and order.

Statement of the Problem

The youths living in Lagos State are assumed to be living in poverty as a result of high rate of unemployment and standard of living. The Lagos State government seems to be conscious of its responsibilities to its citizenry and put in place various intervention programmes to alleviate poverty among the youths. However, it was observed that despite efforts of the government, poverty is becoming more embedded and increasing among the populace, especially the youth. This could be attributed to lack of a robust information framework to promote government's laudable commitment towards poverty alleviation in all forms.

For youths to benefit from government's poverty alleviation programmes, they would need general and specific information to connect to new markets, find capital to start businesses, and search for relevant vocational skills acquisition opportunities. With the increasing need for such information, public; libraries which are vital sources of information provision have critical role to play in providing timely and appropriate information. Therefore, the purpose of this study is to examine the role of public libraries in alleviating poverty among the youth in Lagos State, Nigeria. The study was premised on the following research questions:

1. What is the role of the public library in alleviating poverty among the youth in Lagos State, Nigeria?
2. How has public library development impacted on the current use of their facilities in an effort to alleviate poverty among the youth in Lagos State, Nigeria?

Review of Related Literature

Poverty is not just reflective of lack of income and resources and is a factor mitigating against a sustainable livelihood. Its indicators comprise hunger, malnutrition, inadequate access to education and other basic services such as good health care services, social discrimination and marginalization and minimal involvement in decision-making. To provide sustainable jobs and promote equality, economic growth must be all inclusive (United Nations, 2018). In the words of Smith (1776) as cited in Adofu, Ocheja and Abula, (2013: 2), "no society can be flourishing and happy, of which by far the greater part of the members are poor, unemployed, and miserable". From the viewpoint of Smith, it can then be said that there is an emergent awareness and universal consensus that poverty constitutes the greatest risk to peace, stability and the survival of the entire human race.

In Nigeria, the effect of poverty on society is indeed dehumanizing. Specifically, Emeh (2012) argues that the consequences of poverty on the youth are disturbing as a majority are faced with unemployment, lack of capacity and relevant and appropriate skills needed to overcome poverty. It then becomes imperative that energy spent towards ensuring that the youth can provide the basic needs for themselves and family will help break the vicious cycle of poverty and liberate society from the deadly monster (Okafor, 2013).

Over the last three decades, various studies have reported on how the Nigerian government has made various efforts to eradicate poverty among the youth (Jacintha, 2013, Odeh & Okoye, 2014). Different policies have been developed and implemented at different times with this aim. Among the various poverty alleviation programmes, Uddin

(2013), in his findings, states that skills acquisition programmes have proved to be a critical tool used by the Nigerian government in the fight against poverty. Previous studies stressed that youths with an income yielding skill, irrespective of their gender, will never be a victim of poverty (Adeleke, Okusaga & Lateef, 2002) or can be completely free from the menace of poverty (Dada, 2016, Yusuf et al., 2019). The authors encouraged government at both federal and state levels to embrace skills acquisition programmes with vigor.

Despite the many successful skills acquisition programmes targeted at creating opportunities for youth, unemployment increases and the poverty situation remains problematic. Asaju, Arome and Anyio (2014) opine that this may be connected to a deficiency of good administration and implementation, lack of finance, uninspiring responses from would-be beneficiaries, inconsistent policies and lack of awareness of the various programmes. Akpan (2011) had earlier observed that a majority of the youth are not aware of various government policies to eradicate poverty, so they are not able to derive the benefit of them.

Zaid, Egberongbe and Adekanye (2014) note that awareness is the first step in the battle against any scourge including poverty. The authors explained that awareness is increased through the provision of timely and appropriate information and that information awareness, access and use play a vital role in modern socio-economic development. This is consistent with Strand's (2016) observation showing that over the last several decades, information has formed the basis of a new global era and knowledge societies, and the criteria of knowledge societies include adequate Information and Communications Technology (ICT) infrastructure and support.

The youths are able to make informed decision where there is access to information, which often times leads to improvement in quality of life. When the youth have access to timely and relevant information, there is a greater likelihood of poverty and inequality reduction. (IFLA, 2014). This submission is in agreement with target 16.10 of the Sustainable Development Goals (SDGs): a well-informed society contributes significantly to the development of the nation as the availability of information resources would promote peaceful and inclusive societies for sustainable development, providing access to justice for all and build effective, accountable and inclusive institutions at all levels (Bradley, 2014; Dada, 2016). Moreover, access to information is associated with information literacy among poor youth, enabling them to have access to their rights that may improve their living standards. They will also be able to access the details of government initiatives for their welfare, thereby enjoying the benefits of government policies through which they will become well-informed citizens.

The information needs of the youths may vary, so it is essential to identify their core or specific needs. Literature reveals that each community has its own unique information needs, which must be filled in ways that make sense to members of the community (Strand, 2016). This implies that the youths must have access to information appropriate to their lives and needs. The library and information science literature discuss the need for libraries to interact with their youth, and to encourage their regular use of library facilities. In essence, the goal is that the library as an institution should take a distinct interest in those facilities and services that can most broadly and efficiently support and serve the information needs of the youth.

Young people need relevant information for self-development and development of their environment and society at large. Scholars have observed that a majority of young people only use whatever information they may stumble upon accidentally as opposed to credible sources. It is also clear that online technologies and the Internet have become more and more prevalent and integral to the everyday lives of the youth, thereby allowing them to participate more fully in the information age. This shows that there are opportunities and channels through which the youth have access to information which they think is relevant to their needs. Libraries can exploit these opportunities and channels and thus provide a stable and relevant information environment for young people.

Libraries can create the right environment for information literacy among poor youth, allowing them to have access to their rights, and improve their standard of living. However, library services for youth living in poverty might be a tough task. It is worth noting that a person suffering from poverty is not necessarily mentally ready to obtain information from a formal structure like the library. Mchombu and Mchombu (2014) and Dada (2016) underscored the critical role of the library in the socio-economic landscape, and reported how libraries are evolving to embrace their communities' adversities. According to these authors, information derived from libraries can change the lives of poor people and turn them into well-informed citizens.

According to Habibu and Babayi (2017), libraries provide access to information that could help improve communities, civil societies, organizations and governance, thereby setting a platform for the fight to end extreme poverty in all nations of the world. In light of this, the International Federation of Library Associations and Institutions (IFLA) has charged libraries to contribute to sustainable development and the Sustainable Development Goals (SDGs) by providing public access to information and "ensuring that all men and women, in particular the poor and the vulnerable, including youth, have equal rights to economic resources, as well as access to basic services, appropriate new technology and financial services, including microfinance".

Worldwide, public libraries ensure that their resources and services are accessible to all, regardless of socioeconomic status, ethnicity, gender, political views, or religion, and other distinguishing characteristics (Beth, Charnney & Smith, 2017). A Public Library Funding and Technology Access Study, 2010-2011, as cited in Uddin (2013), indicates that public libraries "serve as 'first responders' for people in need of technology training and online resources for employment, continuing education and access to online government services. Thus, libraries serve as a 'toll free' bridge over the great divide" (Hoffman et al. 2011).

Lagos State, located in south-west Nigeria, was created on May 27, 1967 by the Decree No. 14 of 1967, which reorganized Nigeria's Federation into 12 states. It is surrounded by the Republic of Benin in the West, and the Atlantic Ocean in the South. With a total population of 9,113,605 million, it is described as the second most populated state in Nigeria after Kano (National Population Commission and National Bureau of Statistics, 2006). The Lagos State government estimates that its population is increasing at a rate of 600,000 per year. Metropolitan Lagos, which occupies an area covering 37 percent of the total land area of Lagos State, has a very varied population, and it is home to more than 85 percent of the State's overall population. Lagos is Nigeria's commercial and industrial and financial hub, and home to over 2,000 manufacturing industries and 200 financial institutions, including the Nigeria Stock Exchange. Up to 60 percent of the

Federation's industries' investment and foreign trade, and 65 percent of its commercial activities are located in Lagos State. It would be the fifth largest economy in Africa if it were a country (Ekundayo, 2013, Kellogg, 2018; Lagos State Government, 2018). Moreover, Lagos State is considered to be one of the most expensive cities in the world, living costs are high, making life particularly difficult for poor families living in the State (Harma, 2013).

Public libraries in Nigeria and elsewhere are distinct in the types of communities they serve. These libraries help to promote literacy and enjoyment of reading. Many individuals use the public library to find information for leisure, study or for work. As hubs of information, public libraries offer a collaboration of space, resources and services that enable and promote vibrant learning environments while free public access to information resources is often considered a core service. However, the rate of development, maintenance of facilities and infrastructure, type of services rendered, and level of funding for libraries differ from state to state. While free public access to information resources is considered a core service in public libraries. In a related study, Salman, Mugwisi and Mostert (2017) opine that for public libraries in Nigeria to remain relevant in a fast-changing world, there is also a need to offer services that reflect the real "concerns, needs, and realities of their communities. Such services should stimulate inquiry, innovative opportunities, and serve as a stronghold of free knowledge and lifelong learning".

In Lagos State, public libraries have come a long way in the past years in terms of providing access to information resources for youth. However, studies have shown that public libraries in the State are faced with challenges which include limited budgets, little support from the state government, and lack of access to ICT appliances and other infrastructure (Jacintha, 2013, Habibu & Babay, 2017; Haruna, Madu & Awurdi, 2018). Lately, the strong advocacy for increased access to knowledge is reflected in the transformation of the public library's agenda of the Lagos State government. As the State government is renovating and transforming libraries into community hubs, and establishing skills acquisition centers as poverty survival schemes, economic growth is seen as a nonnegotiable for sustained improvement in poverty alleviation and unemployment decline.

Methodology

Employing a mixed method approach, this study examined the role of public libraries in alleviating poverty among the youth living in Lagos State, Nigeria. The total population of this study was four hundred and seventy-five (475) persons, who attended the youth readership promotion and entrepreneurial community engagement programmes between 22nd and 25th April, and 11th - 13th June, 2018 at the three remodeled public libraries (Herbert Macaulay, Ilupeju and Isolo) in Lagos State. Three hundred and seventy-eight (378) young males and females aged between 18 - 35 who agreed to participate in the survey were purposively selected as sample. The choice of the age category was based on the categorization of the Federal Republic of Nigeria who considered this age group as youth (National Youth Policy of Nigeria, 2001).

Both quantitative and qualitative methods were used because an in-depth understanding of the role of public libraries in alleviating poverty from the perspective of the youth is vital to this study. Questionnaire was the research instrument used to collect

quantitative data. The first section of the questionnaire focused on the socio-demographic characteristic such as age, gender, marital status, educational qualifications, household size, number of children, employment status and income of the respondents. Questions on access to, and use of library were presented in the second section of the questionnaire while the third section contained questions on information needs and the role of library in poverty alleviation. Copies of the questionnaires were administered with the help of two research assistants.

To supplement the quantitative data, qualitative data were generated using observation, interviews, and document analysis. Through direct observation while spending time at the three remodeled public libraries, the researchers were able to witness a first-hand use pattern of the public libraries by youths. To ascertain the views of the respondents as regards the specific role of libraries in poverty alleviation, interviews were conducted with twelve youths identified as regular users of the libraries. Three library administrators were also interviewed to gain a more complete insight into the role of public libraries in Lagos State. Each interview session lasted for an average of 30 minutes. An interview guide was used to ensure uniformity of questions and responses from the interviewees. Based on consent of the interviewees, a voice recorder was used to record each interview. Also, notes were taken during each interview to complement recorded messages and to capture non-verbal messages from interviewees.

To enrich the researchers understanding of the role of libraries in poverty alleviation among the youth, websites and documents were consulted to gain more insight. Documentary evidence on circulation, collection, and usage data since the completion and use of the three remodeled public libraries were consulted. Data was analyzed using descriptive statistics and thematic analysis, respectively.

Results

Demographic data

The demographic characteristics presented in Table 1 show that 32.3 percent and 29.9 percent of respondents were within the age ranges of 28-31 and 32-35 years, respectively. Only 11.1 percent were between 18 – 22 years of age. This is an indication that a majority of those who took part in this study constitute economically active persons. Findings showed that the highest proportion of the respondents (65.3 percent) were male, while 34.7 percent were female. Regarding the educational qualifications of respondents, 38.9 percent had tertiary education, while 10.8 percent and 28.3 percent had primary and secondary education respectively. Only 13.5 percent had a vocational training certificate.

Table 1: Demographic Characteristics (N=378)

Age	Frequency	%
18-22 years	42	11.1
23-27 years	101	26.7
28-31 years	122	32.3
32-35 years	113	29.9
Gender Male	201	53.2
Female	177	46.8
Marital status Single	201	53.2
Married	177	46.8
Educational qualification Primary school certificate	32	8.5
Junior secondary school	41	10.8
Senior secondary certificate	107	28.3
Vocational training certificate	51	13.5
Tertiary certificate	147	38.9

The findings presented in Table 2 shows that 59.5 percent of respondents were household heads with 48.9 percent being part of households comprising 5 – 10 members. A smaller percentage, 39.7 percent, were part of households of 1-4 persons in size and 11.4 percent reported they had more than 10 members in their households. This shows that majority of the youth who participated in the study were from smaller households (under 10 members). The result also shows that 25.9 percent of the respondents do not have children. A total of 52.7 percent of respondents earned between 31,000 – 70, 000 Naira as estimated income per month Naira per month, while only 11.6 percent earn more than 100,000 Naira. This is considered a poor wage, especially in Lagos State where cost of living is very high.

Table 2: Socio-Economic Characteristics (N=378)

Household size	Frequency	%
Less than 4	150	39.7
5-10	185	48.9
More than 10	43	11.4
Number of Children 1-2	124	32.8
3-4	105	27.8
More than 4	51	13.5
No children	98	25.9
Estimated income per month Less than 10,000 Naira	25	6.6

	Frequency	%
10,000 - 30,000 Naira	64	16.9
31,000 - 50,000 Naira	111	29.4
51,000 - 70,000 Naira	88	23.3
71,000 - 100,000 Naira	46	12.2
More than 100,000 Naira	44	11.6
Are you the household head?		
Yes	225	59.5
No	153	40.5

Results presented in Table 3 show the standard of living of respondents. As regards the type of housing inhabited by the respondents, the findings revealed that 46.6 percent were living in one room apartment, and a room and parlour. A total of 14.2 percent indicated living in a wing bungalow, 13 percent were living in a flat, and 8.2 percent were living with family/friends. This implies the level of poverty of the respondents. Among the respondents, a total of 38.6 percent spent 500 Naira, 31.7 spent 1000 Naira while 8.5 percent could only afford to spend more than 1000 Naira on food per day. This is an indication that majority of the respondents cannot afford good meal or balanced diet. The employment status of respondents shows that 35.7 percent were unemployed, while 24.3 percent were self-employed. Only 18.8 percent were working in the public sector.

Table 3: Standard of Living of the Respondents (N= 378)

Type of Housing	Frequency	%
A room apartment	91	24.1
A room and parlour	85	22.5
Self-contained/A room and parlour with toilet & bathroom	62	16.4
Wing bungalow	56	14.8
Flat	49	13.0
Duplex/house	4	1.1
Living with family/friends	31	8.2
Employment status		
Public sector job	71	18.8
Private-sector job	80	21.2
Self-employed	92	24.3
Unemployed	135	35.7
Average spending on food per day		
200 Naira	80	21.2
500 Naira	146	38.6
1000 Naira	120	31.7
More than 1000 Naira	32	8.5

Standard of living

High income	45	11.9
Average income	112	29.6
Low income	221	58.5

Information needs

Findings show that majority of respondents have information needs in ten specific areas as shown in Table 4. The specific areas of needs include: information on survival and income generation, (80.7 percent), entrepreneurship (71.4 percent), studying abroad (69.6 percent), international work permit (58.7 percent), career development (65.1 percent), marketing of goods and services (56.9 percent), job application and CV writing (56.3 percent), skills acquisition (52.6 percent), loans (51.9 percent) and small scale business management (53.2 percent). While 44.7 percent claimed to need information about politics and government, only 27.2 percent need information about health.

Table 4: Information Needs of Respondents

S/N	Items	Needed	%	Not Needed	%
1	Survival and income generation	305	80.7	73	19.3
2	Entrepreneurship	270	71.4	108	28.6
3	Study abroad	263	69.6	115	30.4
4	Career development	246	65.1	132	34.9
5	International work permit	222	58.7	156	41.3
6	Job application and CVs writing	213	56.3	165	43.7
7	Small scale business management	201	53.2	177	46.8
8	Skills acquisition	199	52.6	179	47.4
9	Loans	196	51.9	182	48.1
10	Politics and Government	169	44.7	209	55.3
11	Non-governmental agencies for youth Development	162	42.9	216	57.1
12	ICT training/skills	144	38.1	234	61.9
13	Health	103	27.2	275	72.8
14	Foreign or Second Language acquisition	95	25.1	283	74.9
16	Recreational information	53	14.0	325	86.0

Use of public libraries

On the use of public libraries as to meet their information needs, findings show that only 56.3 percent responded positively to the question, while 43.7 percent responded negatively as shown in Table 5.

Table 5: Use of Public Libraries

	Use	%
Yes	213	56.3
No	165	43.7
Total	378	100

Concerning the frequency of use of library which ranged from daily to once a year as shown in table 6, 43.7 percent of the respondents were using the library for the very first time. Apart from first time users, 15.1 percent and 10 percent were using the library daily and once a month, respectively.

Table 6: Frequency of Use of Public Libraries

S/N	Item	Frequency	%
1	This is my first visit	165	43.7
2	Daily	57	15.1
3	Once per week	47	12.4
4	Once a month	38	10.0
5	About once a year	30	8.0
6	2-3 times per week	22	5.8
7	2 – 3 times a month	19	5.0
	Total	378	100

As shown in Table 7, those who responded positively claimed to be using public libraries for the following purposes: in search of job information (69.6 percent), attend community outreach programmes (68.8 percent), use the Internet (55.8 percent), read newspapers (53.7 percent), use government information (53.2 percent), study in the library in preparation for certification examination (52.6 percent), conduct research on how to write a CV (52.4 percent) and get information for school projects (51.9). Only 22.2 percent are using the library just to use the commercial photocopy machines. Collectively, majority are using the library for computer related activities. While 40.1 percent of the respondents are using the library computers for non-Internet purposes, 45.2 percent are using same to learn computer skills. Only 16.9 percent go to the library to borrow videos, CDs or audiotapes.

Table 7: Purpose for Using Public Libraries

S/N	Item	Yes	%	No	%
1	To study in the library in preparation for certification examination	199	52.6	179	47.4
2	To conduct research on how to write CVS	198	52.4	180	47.6
3	To learn computer skills	171	45.2	207	54.8
4	To use the computers (non-internet)	159	40.1	219	57.9
5	To attend outreach programmes	260	68.8	118	31.2
6	To borrow videos, CD or audiotapes	64	16.9	314	83.1
7	To use the commercial photocopy machine	84	22.2	294	77.8
8	To read Newspaper/ magazine	203	53.7	175	46.3
9	To use the Internet	211	55.8	167	44.2
10	To get information for school project	196	51.9	182	48.1
11	To use government publication	201	53.2	177	46.8
12	In search of job information	263	69.6	115	30.4
13	For leisure reading	193	51.1	185	48.9
14	To meet up with a friend for a chat	81	21.4	297	78.6

| 15 | To speak with a librarian | 199 | 52.6 | 179 | 47.4 |

When asked if libraries were important in their search for information to alleviate poverty, the findings presented in Table 8 shows that the vast majority considered the library importance in varying degrees. Only 5.8 percent responded negatively.

Table 8: Importance of Public Library in Search for Information

S/N	Item	Frequency	%
1	Not important	22	5.8
2	Somewhat important	65	17.2
3	Important	97	25.7
4	Very important	194	51.3
	Total	378	100

Role of Public Libraries in Alleviating Poverty among Youths in Lagos State

A selection of in-depth interviews was subsequently conducted to supplement the quantitative data collected for the study. The interviews with library users revealed that the three public libraries are playing multiple roles in alleviating poverty among the youths in Lagos State. Such roles as reported by participants include:

  i.   provision of free access to information resources, Internet access, computers, and other information resources;

  ii. stimulating literacy, including media and information literacy;
  iii. Promoting access to information and helping the youth to better understand general and specific information needs;
  iv. Advancing sustainable livelihood and empowerment through access to (ICTs); and
  v.   providing access to community space where both government and non-governmental organizations organize outreach programmes.

Findings from the interview further reflect the influence of the remodeling of the three public libraries on the current use of the facilities in an effort to alleviate poverty among the youths in Lagos State. The library administrators interviewed mentioned that the remodeling of the public libraries was not a conscious priority of the state but rather an initiative by private institutions who indicated interest in partnering with the state government under the "Private- Public Partnership New Library Look Initiative". The Library administrators interviewed explained their roles in providing information and services that could alleviate poverty among youths in Lagos States. Some of their responses include:

User statistics have increased because the library is assisting users in meeting their information needs, especially in finding and using appropriate resources, and providing information literacy education (Library Administrator, Herbert Macaulay Library, Yaba)

This library strives to meet the information needs of our users. Acquisitions of library resources, promotion of educational materials, responding to inter-library loan requests for materials on job related information, creating meeting rooms and spaces for programmes to promote entrepreneurship, skill acquisition and other livelihood opportunities are currently part of the library efforts to alleviate poverty among the youth in Lagos state (Library Administrator, Lagos State Public Library, Ilupeju).

There is no doubt that investment in public library development is helping in alleviating poverty among youths in Lagos state. However, increased investment and information service delivery policy framework are necessary to adequately play more roles as support agencies (Library Administrators, Herbert Macaulay Library and Isolo).

As lofty and laudable as the government plans to increase the knowledge base of the youth in Lagos state seems, library administrators were sometimes involved at the planning stages but have been left out of the implementation, decision-making, and monitoring process (Library Administrator, Herbert Macaulay Library, Yaba).

Discussion of Findings

As regards the demographic characteristics of the respondents, majority of those who participated in the study and within age brackets of 23 – 35 years are expected to be economically active since studies have shown that age bracket of 18 - 22 years reflects those who are enrolled in tertiary education institutions (World Bank, 2014). In terms educational qualification of respondents, Lagos State is in tandem with the indicators of the National Bureau of Statistics which shows that 35.5 percent have tertiary education, 16.6 percent have secondary education, 18.1 percent have primary education, and 20.7 percent have never been to school (National Bureau of Statistics, 2012). Tertiary qualifications do not necessarily ensure employment opportunities and studies have reported that a majority of youths with tertiary education are unemployed and living in poverty (Bamiro, 2015).

Just above 50 percent of the respondents were single while 46.8 percent were married. As regards the standard of living of respondents, a majority came from small households (1-10 persons) a quarter of the respondents had no children whilst more than 60 percent had between on and four children. The implications of findings on why some respondents do not have children could be intentional because of the belief that children attract more responsibility. The decision of how many children to have is a private decision of the household. This was so because in Nigerian setting, especially within low-income earners, the number of children in a household has major role to play in farming, trading and other wage-labour activities (Yusuf et al.,2019). This is because the children's need for food, basic education and shelter must be met. What the result on youths who had more than 4 children suggests is the fear of survival prospects for the children as opined by McHale and Grolmik (2002); and USAID (2002)

The results showed that a majority of the respondents live in one room and a room and parlour apartment while a minority live in duplex/house, despite the fact that only a few do not have children. The type of residence inhabited by respondents in this study is an indication of the level of poverty. This could be due to the fact that the respondents cannot afford the cost of living in a more spacious and convenient housing such as a two-

or three-bedroom apartment that is more appropriate for someone who is married and have children. This finding is an indication that the level of income affects the type of residence affordability among individuals. Findings also indicated that a majority of the respondents were unemployed, while many of those who were employed earned between 31,000 – 70, 000 Naira as estimated income per month and just a few could afford to spend more than 1000 naira on food per day. This underscores why most youth are trapped in the poverty cycle as 58.5 percent described themselves as low- income earners. This result is consistent with some studies that have reported that the majority of Nigerians live below the poverty rate of $1. 90 per-day (Ndujihe, 2018; Abdullahi, 2019).

Youths who participated in the study have information needs in ten specific areas, which include: information on survival and income generation, entrepreneurship, study abroad, international work permit, career development, marketing of goods and services, job application and CVs writing, skills acquisition, loans and small-scale business management. This shows that the information the respondents needed is varied and specific in nature. This finding strengthens the findings of Stilwell (1989) who noted that survival and citizen action information were two areas of information needed by individuals. Information needs that span across health, housing, employment and socio-economic conditions could be classified as survival information. In terms of importance and relevance, the role of public libraries in meeting the information needs of the citizens, regardless of age and status cannot be overemphasized. The findings on the importance of the libraries investigated in this study is in tandem with the study of Davis (2009), who recommended that public libraries should render services that would lead to the improvement in quality of life of the citizenry in terms of eradication of illiteracy and poverty.

Findings from both the quantitative and qualitative data suggest that the library is important and are heavily used. This may be associated with the fact that the libraries investigated were three out of the eleven public libraries remodeled under the Lagos State public-private new library look initiative. The project may have created a welcoming and conducive library environment, thereby increasing the usage statistics as a result of availability of free access to information resources and improved infrastructure and facilities. This finding is in tandem with Jain and Saraf (2013); who reiterated that libraries are considered very important in the information landscape. Specifically, the authors state that libraries are upskilling the users with information provision, and playing a vital role in modern socio-economic developments.

Conclusion

The effect of poverty on the youths is greatly dehumanizing. Every effort on the part of the government and society at large to alleviate poverty is a welcome development. This study assessed one of the efforts of the Lagos State government at alleviating poverty among the youth living in the state. The findings of the study revealed that the use of public libraries where youths can find free information resources on survival and income generation is a veritable tool in the fight against poverty.

Recommendations

This study recommends that Library and Information Science (LIS) professionals must ponder on how public libraries have been left out of the national planning,

implementation, decision-making and monitoring processes, and develop approaches towards supporting government objectives in poverty eradication programmes. Specifically, workers in public libraries across Lagos State should be proactive in supporting government objectives in poverty eradication programs, including formulation of information delivery policies, improving ICT access and computer skills of library users, and providing information on educational and employment opportunities. Moreover, management of public libraries should develop strategies for advocacy and ensuring sustainable information dissemination mechanism in line with the government's vision and poverty alleviation programmes. Furthermore, management of public libraries should also implement initiatives that would lead to seamless access to research, information, and data to support literacy, sustainable livelihoods, quality education, and vocational skills acquisition. Finally, the importance and the role that public libraries could play in poverty eradication in Lagos State should be publicized through programmes such as seminars, conferences, workshops and other community outreach events.

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EXPLORING THE MOTIVES BEHIND RESEARCH DATA SHARING: NIGERIAN SCHOLARS' PERSPECTIVE

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ABSTRACT

This study investigated the factors associated with academics in Nigeria in their effort to share and make data freely accessible. Knowing vividly that Nigeria does not have any model governing data sharing practices, understanding the motivations and inspirations of Nigerian academics would definitely offer and encourage quite a number of those with negative thoughts to get involved in such practices. The study used a quantitative survey method by analyzing responses from 57 Nigerian academics studying in Malaysia universities drawn from diverse disciplines. The findings were analyzed and revealed that academics are more willing to share and make their data publicly available. Factors such as policy/guidelines, organizational structure, organizational culture, anticipated benefits, altruism and conditions for data sharing were found to be motivational concepts that inspire academics to share data. The study further revealed that despite tremendous benefits attached to data sharing, the practices seems not to be welcomed by majority of Nigerian academics.

Introduction

Collaboration and interaction and sharing are essential to modern research practice, quite a number of research has been conducted on many aspects of information and knowledge sharing and there are insufficient research surrounding research data sharing among scholars. Sharing across diverse disciplines particularly with the application of information technology have contributed greatly to the data intensive nature of academic research. For long researchers have learned to share their papers, so it necessary for them to learn how to share their data as well (Shen, 2016). There is some proof that articles with open access gain more citations, especially when related data is also published openly (Toelch & Ostwald, 2018). Research data sharing is an effort aiming to remove the barriers for sharing any kind of data and other research output at any stage of the research process.

The aim of this research is to find out why researchers must make their research data freely available to other investigators as it is important output of the scholarly research process across all disciplines. The need for academics to share their research results has been recently more emphasized as it minimized re-collection of data for further research. The concept of data sharing has been defined as "the release of research data for use by others" (Borgman, 2012). While other study describes data sharing as "encompassing activities such as attaching data sets to scholarly articles, depositing data sets in repositories, or saving data on a personal computer or local server"(Wallis, Rolando, & Borgman, 2013).

Data sharing have long strengthened the cycle of discovering and are the foremost means by which scholars earn credit for their work. It allows verification of results for more transparency and collaboration in academic research Institutions. It has been argued that making data publicly available facilitates easy reproduction of research and supports influence investments in research data thus, eventually promoting both research and innovation. However, seamless data sharing is not properly practiced among academics and one of the barrier to data sharing by academics was a lack of institutional guidance and support (Tenopir, Carol, Allard, Suzie, Douglass, Kimberly, Aydinoglu, Arsev Umur, Wu, Lei, Read, Eleanor, . . . Frame, Mike. 2011).

As far as the researcher is concern, no any framework for data sharing in Nigeria and no university has yet formulated a prescribed policy on data management and sharing. Similarly, major research funders in Nigeria such as petroleum technology development fund (PTDF) and Tertiary Education Trust Fund (Tetfund) have not yet implemented any data management and sharing initiatives thus, studies have hardly investigated Nigeria researchers' perceptions of data sharing and the reasons why they should share their research data. Certainly, the nonexistence of practical and theoretical discussions about data sharing in Nigeria proves that research in this area is necessary. In the field of librarianship, understanding the data sharing behaviour of researchers assists academic librarians deliver better support for research in their various institutions as outlined that assessing the faculty's need for data sharing is a significant outreach service that academic librarians can implement to upsurge their role in research data management (Kim, 2013). This paper investigated the reasons why Nigerian researchers must allow data publicly accessible by identifying the factors that motivate them to share data. Therefore, this research examined the following research question; what factors encourage Nigerian academics to make data freely accessible?

Review of Related Literature

There are series of studies that investigated researcher's awareness of sharing data and the reasons for actual data sharing behaviour or the purpose to participate in such practice. These reasons are mostly the perceived benefits expected by the academics that would motivate data sharing (Borgman, 2012) sharing data among academics can also been encouraged if certain conditions could be met, for instance by placing conditions on access to data or requiring approval from data providers (Sayogo & Pardo, 2013). Perceived benefits as well as conditions related to data sharing have been investigated at different levels ranging from individual level by investigating scholars' perceptions of data sharing practices that lead to institutional factors being suggested

together with individual factors including funding agencies, requirement from the journal, organizational policies (Herold, 2015; Piwowar, Becich, Bilofsky, & Crowley, 2008).

Since this research is about why the researchers must involve in data sharing activity, this study focused on the individual factors and institutional factors that influence data sharing practices among academics in Nigeria. The individual factors include anticipated benefits, conditions for data sharing and altruism while institutional factors involve organizational structure, organizational culture and policy/guidelines. Meanwhile, some factors were identified based on the review of previous studies. Researchers are motivated by the kind of benefits they are expecting as a result of sharing their data to other. This has been observed by many scholars, professional recognition (Kim, 2007), institutional recognition (Kankanhalli, Tan, & Wei, 2005) and academic reward (Kling, Spector, & Andersen, 2003) all influence research data sharing. Rewards can be realized through citations or even acknowledgements and sometime authorship.

Researchers view data sharing as providing opportunities for academic compensations by way of citation and or authorship that can develop their academic career (Kim, 2015). Studies have shown that expected rewards of any kind in organizations affect positively the attitudes and intention to share data or knowledge. Whenever there is low or sometime no rewards, researchers are unlikely to share their data with colleagues. The ability to periodically receive commendations via email or social networks on the data shared by researchers also influence positively the attitudes of such researchers regarding their data sharing behaviours (Ziefle, Halbey, & Kowalewski, 2016).

Researchers are also encouraged by altruism, this further enhance cooperation among the parties involved, and is a self-fulfillment attitude where by one is not forced to engage rather a voluntary exercise and a right thing to do. With the aim to find solutions to existing challenges, an individual can provide help and share data with others (Shang, Wu, & Li, 2017). Researchers are usually motivated in academic environment because they enjoy helping others, voluntary participation leads to successful data sharing. Although researchers are willing, in principle, to share their data, they enumerated certain conditions to be met if they are to really share data (Wallis et al., 2013). This again motivated researchers to share data, they feel there are certain situations that may warrant them to share data without tricky hence placed some conditions among which are: rights to publish results or proper attribution to the data source.

In an academic circle, researchers are expected to share data among them, this sharing is guided by various regulatory controls such as policies and guidelines. These are mostly designed by the university authority, with the aim of strengthening and sanitizing data sharing processes. Thus, there are numerous data sharing policies/guidelines that academics must be aware of as they move onward. For instance, NIH established data sharing policy which stated that data must be shared in a "de-identified" format (Health, 2015). The data sharer is expected to exclude information for which may lead to determine the identity of the subjects. Many researchers demanded for policies that can guide the data sharing practices as they claimed that the sensitivity of their datasets and the nonexistence of policies/guidelines to offer unarguable privacy guarantees are enough to opt out of data sharing (Malin, Karp, & Scheuermann, 2010). The policy is particularly applying to all researchers that receive public funding for their research.

This study developed a model combining both institutional and individual factors that influence researchers' data sharing practices, presented in Figure 1. The model includes a dependent variable that indicates the intention of the researchers to share data.
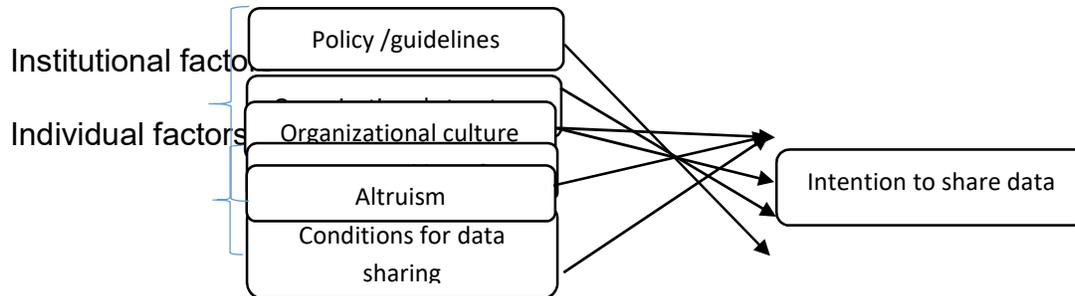

Figure 1: Research Model

Six independent variables were identified with three representing institutional factors, two factors representing individual factors and one (conditions for data sharing) that are assumed to be associated with the dependent variables made academics to share their research data. These factors are hypothesized to be positively associated with the intention to share data, which is consistent with the previous literature.

Methodology

This study employed survey research method through the use of questionnaire. The survey was conducted in Malaysia but all the survey participants are Nigerians researchers. The data was collected from an online questionnaire distributed to a random sample of Nigerian researchers studying in various Malaysia universities who are either (PTDF) or (Tetfund) beneficiaries in 2017 and 2018. Since PTDF and Tetfund are the main government body responsible for funding scholars in Nigeria, the beneficiaries are in a better position to share quality data and would have interest in data sharing practices. The target population are those Nigerian scholars studying in Malaysia that received PTDF and Tetfund funding during 2017-2018. Consequently, the final population comprised of 57 scholars, constituted by 18 sciences, 15 social sciences, 9 from education, 9 in Engineering and 3 each from agriculture and medicine.

Considering the total population, no sample was selected. Survey Monkey was utilized to conduct the online survey from March 12 to April 2 with an email that included the link to the questionnaire sent to each person in the survey population, as well as a single follow-up email. The questionnaire was adapted based on previous studies on institutional and individual influences on Scientists' data sharing behaviour which equally used a survey methodology. The questionnaire include seven different areas as follows; (1) demographics (2) anticipated benefits (3) altruism (4) conditions for data sharing (5) policy/guidelines (6) organizational structure and (7) organizational culture. This study analysed all the responses and answered using a 5-point Likert scale and the model variables measured using these questions.

For the dependent variable, intention to share research data was measured based on four survey items as indicated in Table 1 below. Those shown the frequency at which the survey respondents participate and make their data readily available to other

investigators. Cronbach's alpha was reported as 0.86, which shows that the survey items had a high level of internal consistency with which to gauge their reliability.

Table 1: Dependent variable

Dependent variables	Survey Item	Cronbach's alpha
Data sharing practices	*In the last twelve (12) months, how frequently have you….*	0.86
	Deposited your data with a specialist data centre, data archive or data bank	
	Submitted your data to a journal to support a publication	
	made your data available online via an institutional/ project website	
	made your data available informally between researchers on a peer basis	

Looking at the model in (Figure 1), some independent variables were also identified. These variable are associated with policy/guidelines, organizational structure, organizational culture, anticipated benefits, altruism and conditions for data sharing were measured based on four to seven survey items. Cronbach's alpha was also produced for all the survey items as indicated in Table 2 below.

Table 2: Organizational Structure, Organizational Culture, Policy/Guidelines, Anticipated Benefits, Altruism and Conditions for Data Sharing

Independent variables	Survey items	Cronbach's alpha
Organizational structure	The organizational structures create barriers in data sharing	0.85
	The organizational structures facilitate data sharing process	
	The organizational structures facilitate data sharing process	
	The organization I work with stresses extent of rules / regulations/ standard procedure for data sharing	
Organizational culture	The management expects researchers to actively contribute in data sharing	0.82
	The management stresses the importance of data sharing to the development of Organization	
	The culture of the organization encourages data sharing	
Policy/guidelines	*The organization/research project I work with :* has a flexible policy towards data sharing	0.81
	has an established policy/guideline on the data copyright/intellectual property rights	
	has an established policy on the access control of shared data	

Anticipated Benefits	Data sharing would enhance academic recognition	0.91
	Data sharing would improve my status in a research community	
	Sharing Research data increases the impact and visibility of research	
Altruism	I would share research data to encourage the improvement and	0.92
	validation of research methods	
	I would share research data to enable scrutiny of research findings	
	I would share research data to provide important resources for	
	education and training	
Conditions for data sharing	I would be more likely to make my data available if I could place	0.86
	conditions on access	
	It is important that my data are cited when used by other	
	Researchers	

Characteristics of the Respondents

The demographic characteristics of the 57 survey respondents were analysed with respect to gender, age, faculty, highest qualification and years of experience. Among the survey respondents, 48 (84.22%) were male while 9 (15.78%) were female. Concerning their age, 3 were between 21-25yrs (5.26%), 9 from 26- 30yrs (15.78%), 27 were between 31-35yrs (47.57%) and 18 were > = 40yrs (31.57%). Pertaining their faculty, 18 (31.57%) were from sciences, 15 (26.31%) from social science, 9 (15.78%) from education and engineering respectively, while 3 (5.26%) from agriculture science and other disciplines respectively. Regarding their highest qualification, 12 (21.05%) were having BSc, 9 (15.78%) with M.Ed., 27 (47.36%) have M.Sc., with 3 (5.26%) having PhD and 6 (10.52%) were under others. About year of experience, 9 of them were less than have years <=5yrs (15.78%), 18 (31.57%) fall between 6-10years, 15(26.31%) have 11-15yrs of experience, while 16-20yrs & >= 25yrs have 9 (15.78%) and 6 (10.52%) respectively.

Table 3: Demographic Characteristics of the Respondents

Profile group		No. of Respondents	Percentage
Faculty:	Science	18	31.57%
	Social Science	15	26.31%
	Education	9	15.78%3
	Engineering	9	15.78%
	Agriculture Sc.	3	5.26%
	Others	3	5.26%
Gender:	Male	48	84.22%
	Female	9	15.78%

Age:	21-25yrs	3	5.26%
	26-30yrs	9	15.78%
	31-35yrs	27	47.36%
	>= 40yrs	18	31.57%
Highest Qualification:			
	B.Sc.	12	21.05%
	M. Ed.	9	15.78%
	M.Sc.	27	47.36%
	Ph.D.	3	5.26%
	Others	6	10.52%
Year of experience:	<=5yrs	9	15.78%
	6-10yrs	18	31.57%
	11-15yrs	15	26.31%
	16-20yrs	9	15.78%
	>=25yrs	6	10.52%
Total:		57	100%

Discussion of the Findings

Altruism was recognized to be more significant factors that motivate scholars to share research data in this study. A strong desire to help others is a significant factor influencing researchers' data sharing practices, altruism transpires only when researchers are ready to provide aids to others without expecting any future rewards, it is a decent free gift (Clavien & Chapuisat, 2013). Similar to other findings obtained from previous studies that altruism can motivate data sharing. There are certain although few studies that demonstrated links between altruism and research data sharing and finally discovered that it is a highly significant factor influencing data sharing exercises within the researchers (Fecher, Friesike, & Hebing, 2015).

Another important factor recognized in this study to have been motivating scholars in sharing data is the anticipated benefits which in line with other research findings. Considering the finding, it is the second most significant factor after altruism with Cronbach's alpha 0.91. This is a process where the researcher feels that data sharing could provide rewards like reputation and recognition. This has been observed by many scholars, professional recognition (Kim, 2007), institutional recognition (Kankanhalli et al., 2005) and academic reward (Kling et al., 2003) all influence research data sharing of academics. Rewards can be realized through citations or even acknowledgements and sometime authorship. Researchers view data sharing as providing opportunities for academic compensations by way of citation and or authorship that can develop their academic career (Kim, 2015). Studies have shown that expected rewards of any kind in organizations affect positively the attitudes and intention to share data or knowledge. Whenever there is low or sometime no rewards, researchers are unlikely to share their data with colleagues.

Another identified factor that motivate scholars in sharing data is placing conditions for data sharing. Although researchers are willing, in principle, to share their data, they enumerated certain conditions to be met if they are to really share data (Wallis et al., 2013). Researchers feel there are certain situations that may warrant them to share data without tricky hence placed some conditions among which are: rights to publish results,

proper attribution to the data source, familiarity between sharer and recipient, funding agency expectations, and the amount of effort required to share among others (Wallis et al., 2013). Organizational structure has also been recognized to be a strong factor for data sharing between Nigerian scholars which is in line with other research findings. The concept of organizational structure has been defined "as the sum total of the ways in which it divides its labour into distinct tasks and then achieves coordination among them" (Van der Werf, 2020). The top management decision in any organization influences the practices of data sharing. The impact of organizational structure on research data sharing depends on the kind of structural mechanisms used by such an organization towards sharing or withholding their research data.

Culture of organization motivates data sharing, the way in which organization stare and cogitate data sharing influence its practices among the stakeholders. Despite the fact that culture differences occur between several academic organizations, they all necessitate more access to data and more transparency (Elman & Kapiszewski, 2013). Hence, the fast progression in data sharing offers new opportunities across various communities to develop and expand their research. In the modern society where accountability and transparency are more pronounced, every community for their best interest must involve in data sharing practices and seize the opportunities afforded by making experimental data more widely available. The culture of sharing data in some disciplines such as genomics, physics and other related fields have resulted in fruitful evolution of approaches in handling research data and driven discoveries in these disciplines (Callahan et al., 2017).

Conclusion

From the findings of this study, it was realized that there are certain factors that motivate faculty member to share research data with colleagues. The availability and accessibility of data among researchers holds great potential for research progression. It safeguards against misconduct related to data fabrication and falsification, allows the verification of study results and the reuse of data in new contexts, making data available minimized recollection of data and retain data integrity amount others. Despite this advantages, sharing data among scholars are not always common practices. With this study, having explained the various motivational factors towards data sharing, it is expected that the mind of our scholars would change positively concerning data sharing practices.

Recommendations

With this study, having explained the various motivational factors towards data sharing, it is expected that the mind of our scholars would change positively concerning data sharing. The following serve as the recommendations based on the findings:

1. The findings of this study show more of the survey participants are male who are more willing to share their data than their female counterparts, thus, female participants are encouraged to involve in sharing their research data. Although this may be connected to the total number of the female participants.
2. Findings revealed that scientists are more enthusiastic to sharing their research data than participants from other disciplines. Author recommends that participants

from other field of studies should emulate those from sciences to enable open access to publications which encourage collaboration.

3. All levels of participants should also be fortified to share their research data this will allow everyone to have access to their data without difficulty. Findings of this study showed certain categories of academics share their data more often.

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Author's Profile

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EFFECT OF CONTEXTUAL INFORMATION LITERACY PROGRAMME ON RURAL FARMERS AWARENESS, ACCESS AND UTILISATION OF CASSAVA FARMING INPUTS IN NIGERIA

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ABSTRACT

Noting the dearth of literature on manifestation of information literacy in rural milieus despite the increasing positive influence of the practice in several endeavours, this paper set out to assess the effect of contextualised information literacy programme on rural farmers' awareness, access to and utilisation of cassava farming inputs in Nigeria. Guided by two null hypotheses, the field experimental design was adopted, with two villages in Nigeria selected to serve as treatment and control groups on the basis of their homogeneity. The population of the study comprised of all the cassava farming households in both villages, with each cassava farming household considered as a respondent and represented by any member of the household capable of receiving and giving information. A structured interview schedule was used to collect data from the respondents in three batches – the baseline, the first round (first year), and the second round (second year) – using a house-to-house visitation method. The Pearson correlation coefficient test, at a significant level of 0.05, was conducted on the data for the test of the hypotheses. The tests showed that information literacy (in the treatment village) had a statistically significant positive effect on cassava farmers' awareness, access to and utilisation of cassava farming information and inputs. This was contrary to the effect created by the existing information communication systems in the control village, which statistically impacted only on farmers' awareness. Thus, unlike existing information communication channels that basically spur peoples' awareness to information, the practice of information literacy not only acquainted the rural cassava farmers of their information environment but enabled them to access and utilise farming-related information effectively and profitably. The paper recommends that librarians, especially in the public library sector, should practice the theories of information searching, content repacking and selective dissemination of information at the instance of rural famers, using

comprehensible formats that take cognizance of rural dwellers' level of formal education and language of communication.

Introduction

In Nigeria where cassava is a staple crop and many rural farmers are into cassava farming, access to and use of right information pertaining to cassava farming is a great necessity to the rural farmers. Consequently, communicating information to rural cassava farmers on cassava farming inputs, such as the health and economic reasons for preferring new cassava varieties, where and how to access improved cassava cuttings, the right method of planting improved cassava species, how to secure agricultural loans and access other available related inputs is imperative. This has become very crucial as the global market on cassava products look up to Nigeria the largest producer of cassava and, regrettably, the least exporters of cassava products despite the suitability of soil and climatic conditions of the country for cassava farming (Food & Agriculture Organisation Statistics [FAOSTAT], 2012). Such situation is worrisome and imposes the need to experimentally assess the effect that a contextualised information literacy programme might have on rural farmers' awareness, access to and utilisation of cassava farming inputs in Nigeria.

A contextual information literacy (IL) programme is one designed in consideration of local language, literacy level and social-cultural conditions. This conception stands upon the salient point that Hicks and Lloyd (2016) noted against the traditional concept of IL, and sustains the view that IL is also a context-based phenomenon that goes beyond textually-related skills to include several operationalised engagement with information (Bruce, 2011; Gunton, Bruce & Stoodley, 2012; Lloyd, 2010; Lloyd et al., 2013). With this, information literacy is suitably regarded in this paper as a state of knowing about the availability of needed information (implying awareness), where to seek for and access them (denoting access), and the right ways to put the information into use (entailing utilisation). While such manifestation depicts IL among rural cassava farmers, there is no doubt that the result of this kind of study would be of great value to the Nigerian librarianship that is currently challenged to redefine its public libraries' ethos in a way that will effectively engage rural dwellers with appropriate information now and in future (Uzuegbu, 2016; 2019).

Objectives of the Study

This study is designed to test the null hypotheses which state that:

i. There is no significant relationship between information literacy programme and cassava farmers' awareness, access to, and utilisation of cassava farming inputs available in Nigeria.

ii. There is no significant relationship between existing information communication systems and cassava farmers' awareness, access to, and utilisation of cassava farming inputs available in Nigeria.

Review of Related Literature

Cassava is a plant that grows in tropic regions, and its starchy tuber roots are used as food in tropical countries like Nigeria (http://www.iita.org/cassava). The importance of the cassava crop as food, and as homemade or industrially exportable raw material for production of several essential items such as confectionery, sweeteners, glues for plywood, textiles, paper, biodegradable products, monosodium glutamate, and drugs has been noted (Adesina, 2012). Cassava farming is very common in Nigeria, especially in the rural communities of twenty-two States which include: Kogi, Ogun, Anambra, Delta, Edo, Benue, Cross River, Imo, Oyo, Rivers, Abia and others (Asante-Pok, 2013). The cassava crop grows in all seasons, including in harmattan seasons, and has different varieties. The pro-vitamin A cassava is a new cassava variety in Nigeria, and is primarily recommended for its health benefits, early harvest, and high productivity (Adesina, 2011).

It has been tested and is presently being recommended for all cassava farmers, especially those in the rural areas because they constitute the bulk of farmers in Nigeria. So, while cassava farming is the activity of growing cassava crop, cassava farming inputs refer to the publicly available agricultural assistance that rural cassava farmers in Nigeria can leverage (Uzuegbu, 2017), drawing the need to assess how the rural farmers get aware of, access and utilise the cassava related farming inputs in Nigeria. But, with the report of earlier studies showing the poor level of rural cassava farmers' awareness, access to and utilisation of cassava farming inputs available in Nigeria (Chukwuemeka & Nzewi, 2011; Iwuchukwu & Igbokwe, 2012; Uzuegbu & Naga, 2016), amidst the accessibility of many communication channels in rural areas, the necessity to look out for other effective means of spurring awareness, access to and utilisation of cassava farming inputs becomes imperative and birthed this study's focus on IL.

IL research can be categorised into three, with two of it having just a thin difference. The first is on educational environment. This deals with the individualistic skills for academic learning process and is largely influenced by the foremost traditional definitions of IL. The second is on workplace environments, speaking of IL as people's experiences in the course of using information. This could be in relation to computer and technology skills required of employees to use information effectively in professionally organised workplaces. It could also refer to the interdependency of workers to use and engage with information, within ethics and rules of works, but outside the textual and technological settings (Lloyd, 2010). Here, skills for and engagement with information is observed from the social perspective and is therefore pluralistic. Most of the emerging concepts of IL have fittingly suited the workplace environment.

The third area of research in IL is on community environment and has no substantial difference with the second if viewed from the perspective of Lloyd's works, as well as from the understanding that a community is a group of people who share something in common and are situated together. But, it appears distinct when considered as non-traditional groups (Bruce et al. 2013), maybe as a group of non-professionals, a group of illiterate and semi-illiterate people, as peasants, and generally as people in various settings order than in professionally organised workplaces. Good examples of works that represent the distinction between workplace and community environments include the immigrants research of Lloyd, Kennan, Thompson and Qayyum (2013); the emergency services studies of (Lloyd, 2009); the church community studies of Gunton,

Bruce and Stoodley (2012); and other information literacy researches into unofficial and everyday life (Yates, Partridge, & Bruce, 2009).

Across these three areas of research on IL, the impact of information literacy in varying contexts has been published. While impact studies are veritable research procedures used to strengthen policies and decision making in varying spheres of life (Pope, Bond, Morrison-Saunders & Retief, 2013), the impact of IL practice on various works of life cutting across workplace milieus, social settings and community environments is extensively underscored (Bowles-Terry, 2012; Bury, 2011; Cullen, Clark, & Esson, 2011; Erich & Popescu, 2010; Lloyd et al., 2013; Soleymani, 2014; Williams, Cooper & Wavell, 2014). This explains why IL has been described as a socio-cultural phenomenon that thrive on interpersonal occurrence (Gunton et al., 2012), as well as a context-based experience (Lloyd, 2010) that can be taught and learnt from six distinct frames (Bruce et al., 2006).

However, despite this wide coverage of IL studies, the manifestation of IL in rural contexts is scarcely reported in the literature. Apart from an earlier study that showed how tailor-made IL enhanced rural dwellers' participation in sustainable development goals (Uzuegbu, 2019), there is no other experimental evidence to show the relational occurrence of IL among rural publics. As Partridge, Bruce and Tilley (2008) have noted the need for IL research in "community settings", arguing that community IL is a crucial vehicle for societal progress because of its focus on "real people doing real things in real life context", this research is pertinent. Therefore, contextualising IL in this study is permitted and sustains the capitulation that "context" is vital in every research on information literacy (Lloyd & Williamson, 2008). After all, researching upon new contexts is important in grasping the full scope of IL and expanding its horizons.

Methodology

The field experimental design was adopted to assess the effect of IL on rural farmers' awareness, access to and use cassava farming inputs and its associated information. To conduct the field experiment, two villages in Nigeria were selected on the basis of their homogeneity. One village (Umuala village) served as treatment village and the other (Umuokoroukwu village) as control village. A self-developed IL resource package (ILRP) on four cassava farming inputs was implemented to administer treatment to the treated village and observed for two farming seasons – two years. The control village did not receive treatment but was open to the prevailing information communication channels accessible to cassava farmers in both villages. Cassava farming households in both villages totalled 158, with all of them constituting the population of the study. A cassava farming household was regarded as a respondent, and was represented by any member of the household capable of receiving and giving information.

A duly pretested structured interview schedule was used as data collection tool. The responses were not coded into scales because the study tool (the interview schedule) allowed for face-to-face interaction, and thus, provided grounds for the researcher to directly draw non-scaled decisions on the awareness, access, and utilisation responses. Data was collected in three batches – the baseline, the first round (first year), and the second round (second year) data – through a house-to-house visitation method. Pearson correlation coefficient test, at a significant level of 0.05, was used to test the relationship between the hypotheses variables. The four farming inputs chosen for the study –

selected on the basis of their relevance to cassava farmers in the villages studied – are herein outlined, while the norms upon which IL was measured is distributed in Table 1.

Table 1: Delineation of Norms upon which the Effect of IL on Cassava Farming is Measured

The Cassava Farming Inputs	The Measurable Norms		
	Awareness	Access	Utilisation
Pro-vitamin A cassava variety	Knowing about the cuttings of this cassava variety, and knowing about its availability for access through specific offices	Seeking for and receiving the cassava cuttings through the right offices, and obtaining the necessary information on how to use it	Planting the cassava cuttings on the farm in accordance with the specifications guiding its right use
Government's 50% subsidised fertilizers	Knowing about subsidised fertilizers and its availability for cassava farmers to access	Seeking for and fulfilling the necessary criteria through the right offices, and obtaining fertilizers	Applying the obtained fertilizer on the cassava farm
Special loan and facilities for rural farmers	Knowing about the special bank loan and facilities, and understanding that the loan has been mapped out for cassava farmers from rural areas to access	Seeking for and fulfilling the necessary criteria through the designated banks and institutions to obtain loan	Using the obtained loan to engage in any activity that is related to cassava farming, or to purchase any item used in the cassava farming process
Cassava post-harvest practices	Knowing about the several items or products that cassava harvest can be processed into aside from the traditional *Garri* and *Fufu* by-products, and knowing where to ask about the knowledge and whom to obtain it from	Having the complete procedural knowledge of how to produce one or more of the contemporary by-products of cassava harvest	Putting the acquired procedural knowledge into actual practise – producing any of the new derivatives of cassava harvest

The pro-vitamin A cassava variety

This input is also known as yellow cassava and presently has three varieties labelled: UMUCASS 36, UMUCASS 37, and UMUCASS 38. The pro-vitamin A cassava is the latest cassava variety in Nigeria. The Nigerian government has sponsored its propagation and distribution across cassava farmers in the country. Planting the stem cuttings assures early harvest, from six months, against ten to twelve months of maturity period taken for old varieties of cassava. Besides, the pro-vitamin A cassava variety is rich in vitamin A, plant-sourced beta-carotene, which makes it a cheap and easy antidote for blindness and other vitamin A deficiency disease among rural dwellers since cassava meals constitute over 90% of their daily food. In addition, the variety has in-built resistance to plant mosaic diseases, which affect the production of old varieties of cassava. Since 2012, the pro-vitamin A cassava stems or cuttings have been subsidised by the Nigerian government for the benefit of the rural cassava farmers. The subsidisation is 50%, if sourced from government's agricultural units like the Agricultural Development Programme (ADP) Office, the National Root and Crop Research Institute (NRCRI), etc. The scientifically experimented farming practices associated with the pro-vitamin A

cassava variety include: cutting size, planting format, the seasons to plant, the right time to apply fertilizer, and the right time to weed the farm.

Government's 50% subsidised fertilizers

This input was launched by the Nigerian government in 2012 and is implemented through the Federal Ministry of Agriculture and Rural Development (FMARD). As a requirement for accessing the input, cassava farmers must be registered in the farmers' database of Nigeria maintained by the Federal Ministry of Agriculture and Rural Development (FMARD). The register is updated regularly. A farmer, not more than one to be registered in a household, gets two bags of fertilizer every farming season. Eligible farmers receive SMS alerts on their mobile phones containing redemption voucher code and address of a dealer shop in the nearest city to visit and redeem the fertilizer.

Special loan and facilities for rural farmers

The Nigerian government has made provisions for special loan and facilities for rural farmers in general. The financing agencies saddled with the task of disbursing loan to eligible farmers are: Bank of Agriculture (BOA) Limited, Nigeria; Microfinance Banks (MBs) in rural communities; and, The National Directorate of Employment (NDE). As criteria, accessing the loan by rural farmers is through farmers' cooperative societies. The minimum number of farmers for each cooperative society is twenty. Members must also operate individual farmer accounts with any branch of BOA nearest to them for a minimum of three months. Amounts accessible to rural farmers are determined in two ways: one, any amount which the farmer has up to 20% of it in his account, and two, any amount that is not more than two hundred and fifty thousand naira. Whereas the principal interest is 12%, charged up-front, the BOA staff usually visit farmers' farms and, in some cases, demand for guarantors before loan is approved. Loan must not be used for any other business other than farming and farming-related businesses.

Individual rural farmers can also get loan of any amount if they show equal value of landed property and two guarantors as indemnity. Whichever way, farmers pay back loan in instalments within a period that is equal to the months required to harvest the crop that the farmer will cultivate with the loan. With such loan, rural cassava farmers can purchase cassava stems or cuttings, fertilizers, hire labour, cultivate more cassava, buy cassava processing technology such as graters, water depressors, frying machine, and so on. In addition, government and non-governmental organisations regularly donate cassava processing items to various rural farmers, but usually do so through the farmers' cooperative societies. The items usually donated include cassava graters, water-depressors, frying machines, starch dryers, among others. Hence, forming cooperative societies among rural cassava farmers is an advantage to them.

Cassava post-harvest practices

The richness of the cassava crop is evident on its homemade added value products such as high-quality cassava flour, exportable cassava chips, cassava cake, cassava bread, cassava chin-chin and other crunchy-kind-of bakery products. Others include cloth starch, sweeteners and glues for plywood and several other items produced from cassava starch. The Nigerian government is promoting increased cassava cultivation vis-à-vis the emerging derivatives of cassava harvests which are contemporary

demands in both local and international markets. Hence, farmers' awareness of the various cassava derivatives, and the acquisition and application of relevant knowledge to produce various cassava derivatives is essential. Therefore, bringing rural cassava farmers to the knowledge of processing cassava harvest into relevant domestic, bakery and industrial products, other than the traditional *Fufu* and *Garri* derivatives, will be of advantage to the cassava farmers and consequently boost cassava farming among rural farmers in Nigeria.

Data Presentation and Analysis

The personal information of the cassava farmers studied is presented in Table 2. Recall that the cassava farming households studied appointed any member of their household capable of receiving and giving information to serve as respondents. Thus, the information presented in Table 2 is details of the household representatives that constituted the study respondents. It is found, both in the treated and in the control villages, that majority of the study respondents are Mothers who fall within the age bracket of 51 to 60 years. Basic primary education, usually undertaken between 6 to 12 years of age, is found prevalent as the highest level of formal education among the cassava farmers. As to those who did not attend formal education, all of them could identify figures, count and recognise money denominations, and express themselves very well in their local dialect. Only a few of them could read and write English words correctly.

It is further observed that even as appointing household representatives in this study was at the discretion of the households, that the households covered in this study appointed those who were the most involved in cassava farming activities to represent them. Comparatively, women involved more in cassava farming than other members of households. As obtained during interview, the men were usually absent from home because they engaged in entrepreneurial or part-time jobs and therefore render only supportive services to the women who do the actual farming. Likewise, the children were not very much involved in cassava farming. In some households, the children were school pupils. In other households with teenage and adult children, the boys were undertaking apprentice jobs in varying vocations, while the girls work in various private and public-owned goods and service firms in nearby cities.

Table 2: Distribution of Biographical Characteristics of the Respondents
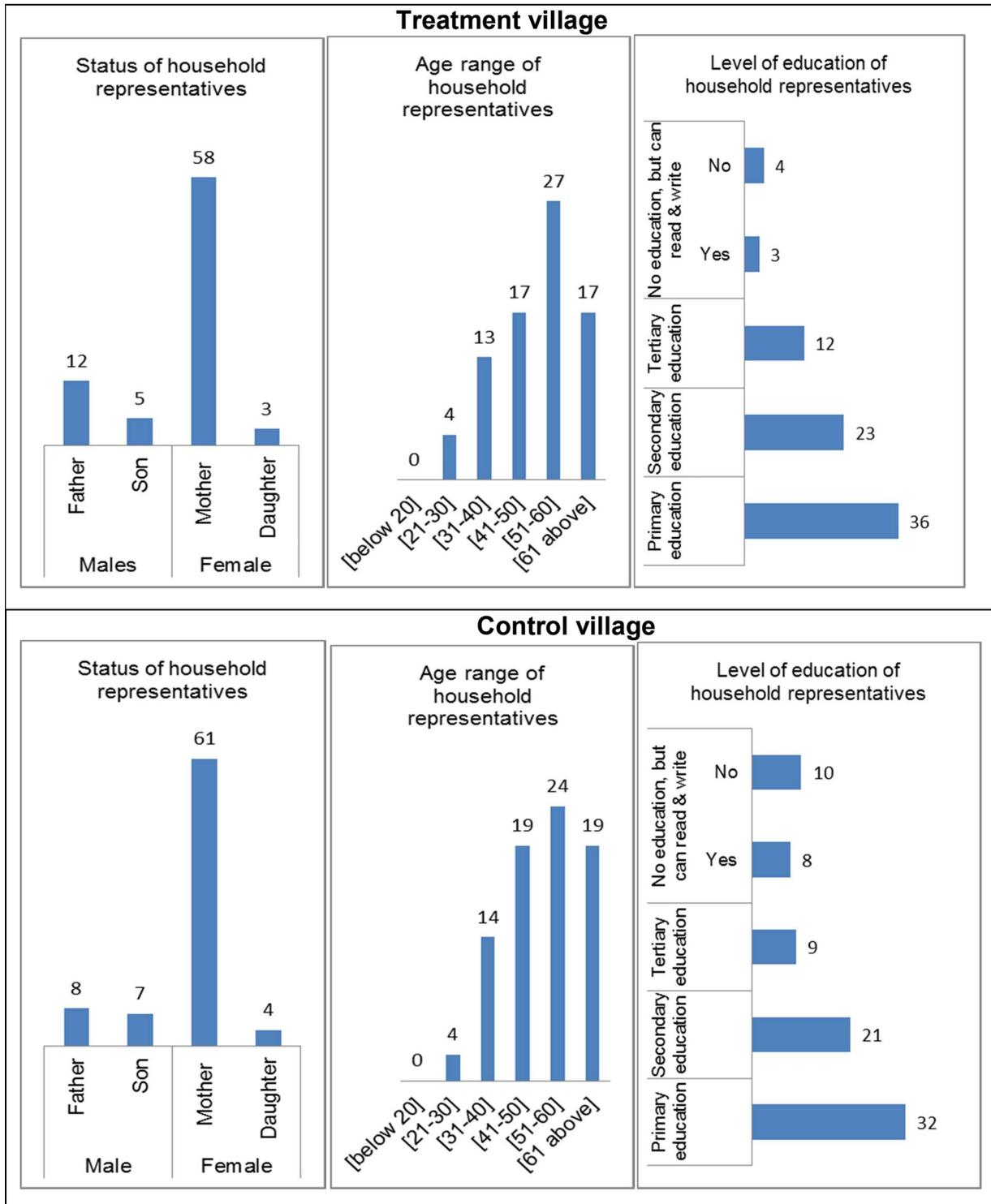
Results of Hypotheses Testing

Hypothesis one: There is no significant relationship between IL and cassava farmers' awareness, access to and utilisation of cassava farming inputs available in Nigeria.
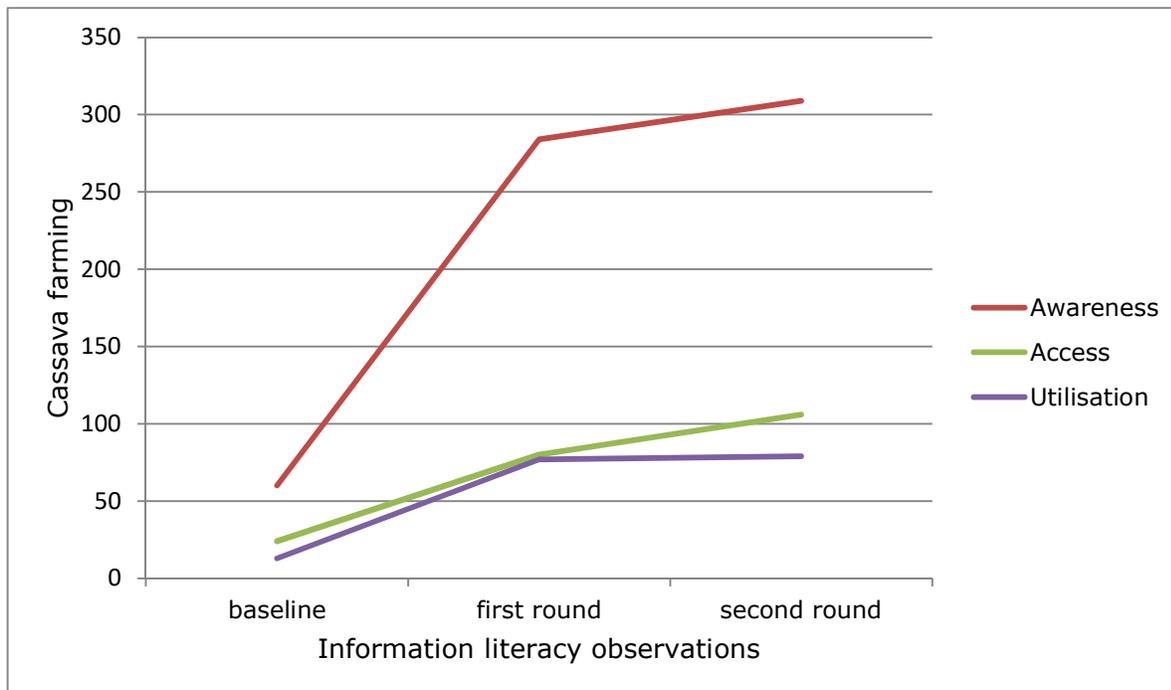
The test goes thus:

Table 3: Test of Relationship between IL and Cassava Farming

Information Literacy	Cassava Farming		
Observations	**Awareness**	**Access**	**Utilisation**
Baseline	60	24	13
First-round	284	80	77
Second-round	309	106	79

	Observations	*t Stat*	*t Critical one-tail*	*P(T<=t) one-tail*
Observations	1			
Awareness	0.908001522	-2.724264861	2.131846786	0.026377054
Access	0.978411618	-2.809853384	2.131846786	0.024162072
Utilisation	0.879036843	-2.505913592	2.131846786	0.03317306

r =   the corresponding r^2 =
Awareness: 0.91   0.82
Access: 0.98   0.96
Utilisation: 0.88   0.77

From the result of the first hypothesis test, it is observed that awareness, access and utilisation of cassava farming inputs have strong positive significant relationship with IL. Their *r* scores are closer to 1, and their r^2 indicates the goodness of fit of the relationship between IL and cassava farming (cassava farmers' awareness, access to, and utilisation of cassava farming inputs). The goodness of fit of the relationship is more pronounced on *access* and *awareness* respectively. Figure 1 shows the linear direction of the relationship. By this result therefore, the null hypothesis is rejected and thus, imply that there is a strong positive significant relationship between IL and rural cassava farmers' awareness, access to, and utilisation of cassava farming inputs available in Nigeria. The upward progressions of the bars from baseline through the first and second years of the study are evident.

Figure 1: Linear relationship between IL and cassava farmers' awareness, access to, and utilisation of cassava farming inputs.

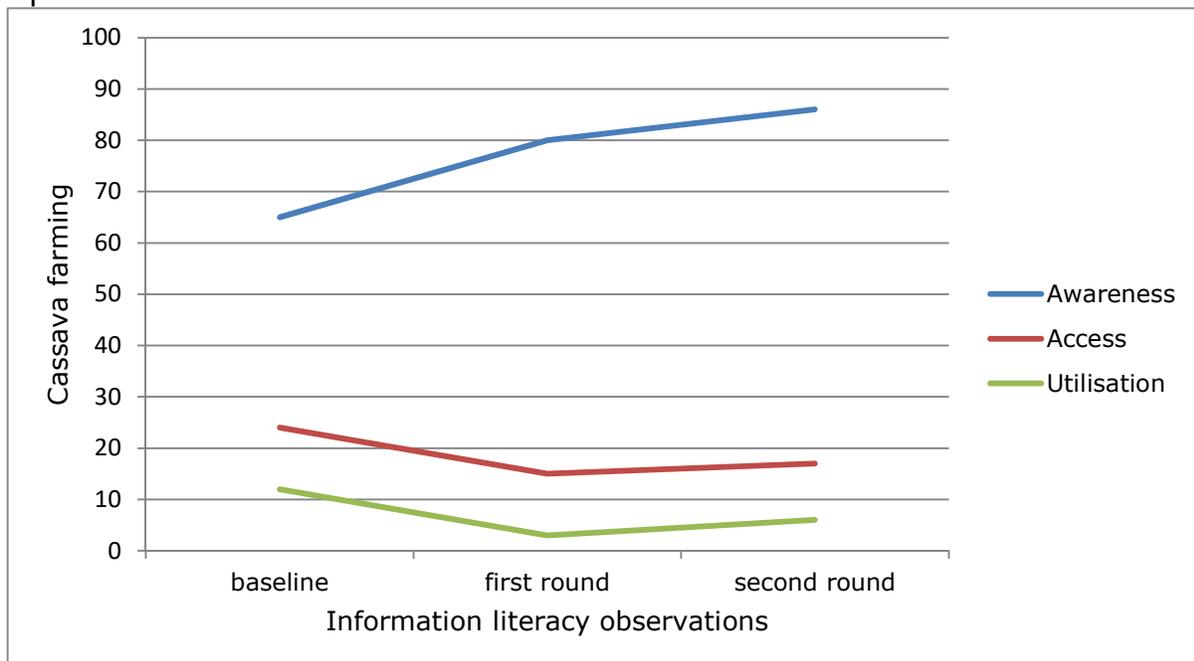**Hypothesis two:** There is no significant relationship between existing information communication systems and cassava farmers' awareness, access to and utilisation of cassava farming inputs available in Nigeria.
The test goes thus:

Table 4: Relationship Test between Information Communication Systems and Cassava Farming

Existing Information Communication Systems	Cassava Farming		
Observations	**Awareness**	**Access**	**Utilisation**
Baseline	65	24	12
First-round	80	15	3
Second-round	86	17	6

	Observations	*t Stat*	*t Critical one-tail*	*P(T<=t) one-tail*
Observations	1			
Awareness	0.970725343	-11.95861508	2.131846786	0.000140094
Access	-0.740612897	-5.976143047	2.131846786	0.001969814
Utilisation	-0.654653671	-1.846372365	2.131846786	0.069285418

r =		the corresponding r^2 =
Awareness:	0.97	0.94
Access:	-0.74	0.55

Utilisation: -0.65   0.43

From the result of the second hypothesis test, it is observed that only awareness of cassava farming inputs has a strong positive significant relationship with existing information communication systems. Access has a negative but significant relationship with existing information communication systems. But utilisation has an insignificant, negative and weak relationship with existing information communication systems. Figure 2 corroborates that the linear relationship between existing information communication systems and cassava farming is somewhat horizontal at access and utilisation (implying weak relationship), and, at the same time, somewhat skewed to negative linear. The result of this test implies that the existing information communication systems are not effective in impacting on cassava farmers' awareness, access and utilisation of farming inputs.

Consequently, the null hypothesis is rejected in terms of awareness, but accepted in terms of access and utilisation. This leaves a two-faced result for the second hypothesis test as thus: there is no (positive) significant relationship between existing information communication systems and cassava farmers' access and utilisation of cassava farming inputs available in Nigeria, even though existing information communication systems appeared to have a strong positive significant relationship with cassava farmers' awareness of cassava farming inputs available in Nigeria. Apparently, the downward direction of the bars in Figure 2 signifies the lack of impact between existing information communication systems and cassava farmers' access to and use of cassava farming inputs.

Figure 2: Linear relationship between existing information communication systems and cassava farmers' awareness, access to, and utilisation of cassava farming inputs

Succinctly, the results of the two hypotheses tests show that: i). there is a strong positive significant relationship between IL and rural cassava farmers' awareness, access

to and utilisation of cassava farming inputs available in Nigeria, and ii). there is no (positive) significant relationship between existing information communication systems and cassava farmers' access to and utilisation of cassava farming inputs available in Nigeria, even though a strong positive significant relationship exists between awareness of cassava farmers on cassava farming inputs and the existing information communication systems.

Discussion of the Findings

This study has supported the view that IL is an essential requirement for everyday life across diverse endeavours (Bruce, 2011; Gunton, Bruce & Stoodley, 2012; Lloyd, 2009; Lloyd, 2010; Lloyd et al., 2013). It is truly a social practice that is influenced by people, society, and their culture (Hicks & Lloyd, 2016). This means that what constitute IL depends on the people involved, the social order in which they live, and their ways of doing things, and is consistent with the social practice view on IL, where IL is said to be embedded and embodied on social activities that are underlined on effective and meaningful interaction among people in a social practice (Lloyd, 2010).

Secondly, unlike existing information communication channels that can only spur peoples' awareness to information, the practice of IL not only acquaints people of their information environment but enables effective access to information and proper utilisation of same in solving daily problems in diverse milieus. Notice that the rural cassava farmers in this study were largely uneducated and live in orally-communicating environments. And so, their demonstration of IL was situated on social navigational prowess, and not on technological and textual perspectives. Accordingly, the treated farmers, having learnt of what is available as well as how to access and utilise them profitably through a contextual IL administered to them by the researcher, moved into the society to successfully and progressively access and utilise cassava farming information across the four studied inputs for two years.

Yet, their control group counterparts who depended only on the prevailing means of information communication around them, without receiving treatment, did not improve beyond their baseline status on access and utilisation of cassava farming inputs. This revelation simply sustains the view that TV, radio, library, and other prevailing information communication media are truly not suitable for engaging rural people with development information and knowledge (Uzuegbu, 2016). So, as disseminating information to rural people through the conventional mass media does little or nothing beyond awareness creation, regular provision of context-based education to rural people, in small clusters and on relevant projects and associated information landscapes, puts them in better position to participate gainfully and play effective roles in the overall societal development. This is the crux of IL programmes in rural settings.

Conclusion

With an obvious concern to find out effective ways of enhancing rural farmers' engagement with relevant information, this study has adopted the field experiment method of research to show a significant relationship between IL and rural cassava farmers' awareness, access to, and utilisation of farming-related inputs and information. As can be seen in this study, the practice of IL is important to rural dwellers as much as it is to people in educational environments and professional workplaces. This draws a lot

of implications for the library institution, especially the public library system in Nigeria whose service domains cut across rural dwellers. Imperatively, the nitty-gritty of IL education among people living in rural areas requires librarians to regularly teach rural dwellers about useful information in the society and how to access and utilise such information profitably. Such service delivery is germane and necessary because someone knowing about information without understanding where and how to access and utilise it gainfully seems meaningless.

Recommendations

While further studies that focus on rural dwellers in developing countries is necessary to understand more about the IL application in rural contexts and to deepen the scope of information literacy education and practice, this study recommends that:

1. The library institution in Nigeria should start reaching out to rural populaces to guide them in accessing and utilising relevant information available in the society. After   all, IL education has become a traditional role of librarians.
2. Librarians serving rural publics should henceforth conjecture and design their traditional practices of outreach service, information searching, content repacking and selective dissemination of information from a perspective that considers level of education and language of communication of the rural people.
3. The public library system in Nigeria should implement programmes that would regularly take public librarians to rural communities where they will engage in teaching rural dwellers how to navigate information landscapes across topical issues and participate meaningfully in them.

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APPLICATION OF INFORMATION AND COMMUNICATION TECHNOLOGY IN ACADEMIC LIBRARIES IN KWARA STATE, NIGERIA: PROGRESS AND CHALLENGES

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ABSTRACT

The study investigated application of Information and Communication Technology (ICT) in selected libraries in Kwara State. The descriptive survey design was adopted for the study and population comprised of seven (7) academic libraries in Kwara State. The study adopted purposive sampling technique to collect data required from the selected academic library staff in Kwara State. The total number of academic librarians in the selected academic libraries was 83. A census approach was used to cover all academic librarians. A self-developed questionnaire titled survey questionnaire on the application of information and communication technology on academic library services (SQAICTSAL) was used to collect data. Data were analysed using percentage and frequency count to answer the research questions. Result from the study shows that most academic libraries in Kwara State are in developed stage in terms of provision of ICT facilities. Despite this fact, the study reveal that majority of the surveyed academic libraries were lack computerized security door with 0.0% and smart board with 9.6% while the availability of all other ICT facilities was rated high especially computer system, CD/DVD, internet connectivity and slide projector with 100%, CCTV camera with 95.2%, electronic database with 92.8%, library automation software with 91.5% and barcode sensor reader with 73.5%. The study concluded that provision of adequate ICT facilities in academic libraries will revolutionised effective information service delivery and the advancement in the use of ICT in day-to-day operations in academic libraries will dramatically enhanced information provision to the library users. Therefore, the concerned library authorities

should provide proper support to the library professionals in the application of ICT and also provide opportunities for staff development on the use ICT through attendance to seminars, workshops and shot courses to enhance their technical skills for proper implementation and provision of effective and efficient services to the library users.

Keywords: Information and communication technology, Library services, Information services, Academic libraries, Kwara State, Nigeria

Introduction

Information and Communication Technology (ICT) can be defined as the application of computers and other technologies for easy acquisition, organisation, storage, accessibility, retrieval, and dissemination of information. ICT is one of the greatest inventions of mankind which played unprecedented role in changing the landscape of human and organisational activities around the globe including libraries. ICT is also a revolution that provides the platform and technical means of handling information and communication for the benefit of mankind. The impact has been vital in all activities of humans such as banking, health, transportation, education and libraries. ICT has immensely changed the system of traditional library services; that were hitherto laborious, repetitive and boring. Obotu, Chukwuka and Gambo (2019) regard ICT as the acquisition, analysis, manipulation, storage and distribution of information; and the design and provision of equipment and software for these purposes. Omosor and Nelson (2017) defined ICT as computers and other technologies that are used in the acquisition, organisation, storage and dissemination of information in libraries. No doubt, ICT is a catalyst for generating, processing, storing and disseminating information (Kwofie, Aigbavboa & Thwala, 2020).

The convergence of ICT in academic libraries has brought about the maximum utilisation of all the technologies that enable the handling of information of various formats within the library. Onuoha and Obialor (2015) argued that ICT has influenced the traditional library services in the process of identifying, acquiring, processing, organizing, storing, retrieving and dissemination information. Supporting the assertion, Anunobi and Edoka (2010) reported that user expectations from any information providing system is to make resources available directly or remotely in real time and appropriate format. Notwithstanding, library routines are the major activities done in the library through the divisions or unit, such as acquisition, processing, storing, disseminating and preservation of information resources among others. While library operations are functions librarians carry out in the library on daily basis, such as selection, ordering, classification, cataloguing, charging and discharging of information resources in the various division of the library. Omini and Esin (2019) identified library operations that could be carried out with ICT, these include; acquisition, cataloguing, circulation, serials control, selective dissemination of information services and preparation of management information. According to Sokari, Olayemi and Abba Haliru (2019) using technologies on operations peculiar to the library has improved efficiency in resource organization service delivery and dissemination of information making them effective and easy while at the same time eliminating repetitive and routine tasks in the library.

According Ogunsola and Aboyade (2015) librarians have begun to adopt new designations to reflect their new roles, i.e, information scientists, system librarians, digital librarians and information managers etc. Uzohue and Yaya (2016) observed that the common theme behind ICT application in the library is to enhance library functions and make service delivery such as selection, acquisition, arrangement, storage, retrieval, dissemination of information relevant to users. The library is the nerve centre of information activities; it is a depository of knowledge with varied and useful information in numerous formats. The core functions of all kinds of libraries are; acquisition, cataloguing, circulation, serials control, interlibrary loan, management and delivery of information in both electronic and traditional format. They assist in achieving the goals and objectives of their parent institutions through the provision of current and relevant information resources that are necessary for sustaining the learning, teaching, research, other functions and activities within the institutions.

Advancement in the provision of library services through the use of ICT have dramatically changed the system of information provision (Afolabi & Abidoye, 2011). The tasks of these libraries have been simplified by the use of ICT facilities in the acquisition, organization, management, and preservation of library resources among others. Oketunji (2012) noted that the library tasks have not been fully exploited because of its numerous challenges such as power failure, inadequate funds, computer system failure, staff attitude towards use of ICT, lack of ICT policies and shortage of competent staff to manage the ICT facilities, which hinder the application of ICT in many Nigerian academic libraries. Okiy (2015) asserted that libraries, as centres for learning, teaching and research can no longer cope with information management through the use of traditional methods; where the process of acquisition, processing and organisation of information resources may take up to six months before the patrons use them. Igun and Adogbeji (2017) stated that human capacity building is critical to the success of the ICT use. Even where funds and resources are readily available, libraries are expected to upskill their staff in order to enable them to perform better. Based on the identified gaps, the study seeks to investigate the application of ICT in selected academic libraries in Kwara State.

Objectives of the Study

The general objective of the study is to assess the progress and challenges of information and communication technology in selected academic libraries in Kwara State, Nigeria. The specific objectives of the study are to:

1. ascertain the types of ICT facilities available in selected academic libraries in Kwara State;
2. examine the extent of ICT use in the selected academic libraries in Kwara State.
3. to identify operation performed with ICT in the selected academic libraries in Kwara State
4. identify the challenges of ICT use in selected academic libraries in Kwara State.

Review of Related Literature

The development and availability of ICT in academic libraries today have not only increased and broadened the impact of information service but also brought services to users' doorsteps. Also, application of ICT in libraries placed more emphasis on effective and efficient information services. Their applications in libraries have indeed continued to

ease and promote quick and timely access to and transfer of information services that are found dispensed round the globe. In his study on the availability and use of ICTs in collection management, Egharevba (2018) listed the following ICT facilities used in the management of library resources to include computers, DVDs, CDs, Internet and telephones. deWatteville and Gilbert (2010) noted that the ICT includes; Computer, Internet, Digital camera, Webcam, Smart Card, Scanner, E-Books, Printers, Electronic Journals, WEB-OPAC, Animation, E-Mail, CD-ROM, DVD, RFID Technologies. Abdulwahab, Agun, Usman, Aliyu (2011) noted that in libraries, several systems have been developed for their various house-keeping chores and more still are being designed and refined due to the technology of large-scale integration. These are known as microcomputers; designed to handle any of the library processes like acquisitions, cataloguing, serials control, circulation control, bibliographic control, or Selective Dissemination of Information (SDI).

ICT is applied to the operation of libraries and information centres to ensure that information delivered is timely, accurate, precise and relevant (Adegoke, 2015). Abdulwahab et al., (2011) explained the concept of library automation that, in the traditional manual library system, staff performs the various tasks required to complete each operation, but if a computer is used to perform some processing operations, an automated library results. Adamou and Ntoka (2017) defined library automation as the use of computers and associated technology to do exactly what has been done in libraries with the justification of reduced cost and or increased performance. Thus, automation helps in the acquisitions, organisation, storage and dissemination of information in libraries. Generally, IT applies to library services in a number of ways, which include: Acquisition, Cataloguing, Circulation, Serials and User Services.

The demand for distant access to information in Nigeria is increasing, although this is still based on the traditional technology of print media. Thus, there is the need to integrate ICT into the library operations. Ogunsola (2014) noted that majority of higher institutions in Nigeria; even those with good Internet connectivity are still at a low level of integration of ICT in teaching, learning, research, library services, information and managerial services. Ekong (2015) pointed out, that in some of the first generation academic libraries (University of Benin Library, Benin, Kashim Ibrahim Library (ABU), Zaria, University of Nigeria Nsukka Library, Nsukka, and a few others), digitalisation is in place and library information networks are established with connectivity through the university campus network to the Internet. The Centre for Learning Resources (CLR) Covenant University, Ota, has been placed on the platform of full application of ICT because funds are made available for such innovation. Ogunsola (2014) explained that some Nigerian university campuses are now jam-packed with IT facilities. It is no longer strange to see lecturers and students doing their research and other works using various ICT devices like-mail and the Internet.

Students can access more information and take less time to do so with the use of ICT. Ogunsola (2004) declared that librarians or members of the community at Obafemi Awolowo university library can now easily find information concerning any book in the Library of Congress in the U.S. Libraries can be transformed into a new information services unit, providing electronic cataloguing, OPAC, electronic acquisition/serials control, electronic inter-library loan and calculation functions (Ogunsola, 2014). Nigerian academic libraries should not be left out of this global educational revolution. Ekong

(2015) pointed out that one is also happy to note that both the Federal Government of Nigeria and international funding agencies are very interested in the general development of ICT in Nigerian universities. The Federal Ministry of Education embarked on the establishment of the National Virtual (Digital) Library Project, to provide, in an equitable and cost-effective manner, enhanced access to national and international library and information resources and to share locally available resources with libraries all over the world using digital technology; among other objectives. A model Virtual (Digital) Library at the National Universities Commission (NUC) will be the laboratory of Nigerian university libraries.

Academic libraries in the Third World, including Nigeria are gradually but steadily converting from manual to computerised routines. The benefits of using ICT in a library system are both self-evident and overwhelming (Whong & Zakari, 2014). Library operations are the activities the librarians do on daily basis, such as selection, ordering, cataloguing and classification of information resources etc. In this age of information era, the library needs ICT in order to give efficient services to its users. Not only is the speed of its operation high, the volume of its output is correspondingly large. When ICT is used in the library, there is economy of labour and operating cost. In short, its application in the activities of the libraries will enhance information delivery and the overall performance of the library services.

Empirical Studies

Odionye (2016) investigated the ICT usage and application in university of Nigeria, Nsukka library, with the aim of finding out the availability and usage of ICT facilities in this university, the study revealed that ICT facilities are available in UNN library but some are more available than others. The facilities mostly used are OPAC, internet and virtual library, which are used to source for reference materials, complete project work, up-date knowledge and lecture notes. The major challenge encountered in the use of ICT facilities as revealed by the findings, was irregular power supply and irregular cooling environment. Upon these findings, the study recommended among others the constant acquisition and provision of ICT facilities in the library by government and university management, and the provision of constant power supply in UNN library which will enhance effective functioning and usage of the ICT facilities.

A study by Enakrire (2015) focused on identifying the IT facilities available in KwaZulu-Natal and University of Ibadan libraries, revealed that (84.2%) of the universities in Nigeria had personal computer, (72.7%) used CD-ROM, (57.9%) used Local Area Network (LAN), Internet and e-mail facilities. The population of university libraries using Wide Area Network (WAN), fax machine and online public access catalog (OPAC) is below (50%).The implication for this is that communication technology has evolved in libraries which have led to the convergence of information and communication technologies to enhance effective library services.

The findings of Solarin (2013) on availability of ICT resources and services for uses by both faculty and students, showed that Covenant University library has very good ICT resources and Internet service has greater usage. This is also confirmed by Ilo and Ifijeh (2010), study that 94% of final year students at Covenant University indicated that the internet had greater impact on their projects. The Internet and its technology available in academic libraries continues to have a profound effect in promoting the sharing of

information especially in academic world, making possible rapid transactions among businesses and supporting global collaboration among individuals and organizations. Learning Resource Centres now often contain learning materials published on CD-ROM and most colleges and universities are connected to the Internet. But Ogunsola in his (2004) study confirmed that many academic libraries in Nigeria are yet to take advantages of modern ICT.

The study carried out by Ugwuanyi (2012) revealed that there are ICT facilities in the south-east universities studied as indicated by more than 75% of the respondents in each university. The facilities available are: computers, interconnectivity, LAN, CD-Writer, cataloguing software power point projector and scanner. The respondents equally agreed that they are functional where they are available but those who indicated not available automatically indicated not functional. The results for the analysis by Nwagbo and Ugwuanyi (2011) revealed that more than 75% of the respondents agreed that most of the ICT facilities are available and functional in University of Nigeria, Nsukka.

Also, Emojorho (2010) in a study on ICT and collection management in public libraries, found that only a few public libraries in the south-south, Nigeria are computerized and do make use of internet. Moreover, they are not adequately funded. Blakes (2006) in discussing the availability of ICT facilities and resource sharing noted that the ICT facilities in the Nigerian academic libraries are not adequate. The availability of ICT facilities is crucial in the present globalized world. However, it has been observed that most of the ICT facilities are lacking in most Nigeria universities. Onyeneke (2007) cited in Nwagbo and Ugwuanyi (2011) pointed out that the unavailability of some ICT resources such as internet, E-mail, computer conferencing, fax machines, digital cameras, digital scanner, online information sources, and others is the major problem and challenges facing the use of ICT in tertiary institutions in Nigeria. The researcher further noted that inadequate technological infrastructure to support the integration of ICTs in the library services manifests in poor or lack of national ICT policy, low internet connectivity, inadequate supply of electricity, inadequate number of personal computers and their peripherals and low bandwidth.

Many Nigerian libraries, especially public and academic, face various challenges in their attempts to digitalize their library operations. These problems are not really of the library's making but it is the usual problem confronting most of the computer installations all over the country today, the shortage of manpower and lack of spare parts. However, the findings of Krubu and Asowaru (2011) revealed that inadequate training and retraining of staff by management; inadequate funding, epileptic power supply and lack of search skills are the major factors militating against the effective use of ICT in Nigerian academic libraries. Amongst others, inadequate funding, capacity building, regular power supply were recommended. Also Aina, Adigun and Ogundipe (2010) identified the negative laissez-faire attitude of lecturers, students, and libraries as other factors militating against the development and use of ICT in academic libraries in Nigeria. This researcher further pointed out the high cost of ICT training but opined that library staff and users should do something on their own to improve their IT skills. Womboh and Abba (2008) noted that a laissez-faire attitude of lecturers, students and even librarians by feeling that their employers should train them in ICT hinders ICT development in academic libraries.

Similarly, Krubu and Osawaru (2011) reveals some factors hindering the impact of ICT use in Nigerian academic libraries as lack of search skills, epileptic power supply,

expensive software and hardware, and huge amount of money spent to fuel generators. More so, the findings of Nwagbo and Ugwuanyi (2011) revealed that financial problems and poor ICT infrastructure are the most serious hindrances to the acquisition of ICT literacy skills as revealed by the study. Fagbami and Ogunjobi (2009) examined the availability of Information and Communication Technologies (ICTs) in Agricultural Research Institute in Ibadan. Findings showed that research scientist in the research institute have access to some ICT facilities like laptops and personal computers. Other ICT facilities were not available due to inadequate funding, poor infrastructure, lack of ICT trained personnel to manage ICT centres. Anunobi, Nwankwo and Benard (2011) surveyed eight academic libraries in South Eastern Nigeria to determine the state of ICT application including the availability of the hardware, software, e-resources and their challenges. The authors found out that many of the libraries especially those funded by the state government have no Internet, or LAN work station but have standalone computers. Though a few of the libraries subscribe to online electronic resources such as EBSCO host, Access to Global Online Research in Agriculture (AGORA), Health Internet work Access to Research Initiative (HINARI), Online Access to Research in the Environment (OARE) and The Essential Electronic Agricultural Library (TEEAL), most of their electronic resources are on CD-ROM.

The literature reviewed have shown that the inherent benefits and opportunities provided by information and communication technologies (ICT) which among other things has facilitated information service delivery as well as enhanced the library operations. The empirical studies conducted in various libraries in Nigeria, which were not related to any of the academic libraries in Kwara State, revealed the ICT availability, purpose of usage, the general impact of ICT on library service and user as well as the challenges encountered in the use of ICT facilities in Nigeria academic libraries. However, there are little or no literature on the operations performed with ICT facilities and the challenges associated with it in the selected academic libraries in Kwara State. It is therefore, this gap in literature that this study intended to provide through empirical research findings.

Methodology

This study adopted the descriptive survey design which is the most appropriate when studying a phenomenon that tends to seek the opinion of the respondents without the researcher attaching his value (Siedlecki, 2020). It involves the collection and analysis of data about people or materials with the intention to compare existing and required standards and to identify information which is likely to be used to improve the existing condition of people or things. The descriptive survey is the most appropriate for the study because it enable the researcher to investigate the application of information and communication technology in academic libraries in Kwara State. The selected academic libraries surveyed are Kwara State University Library, University of Ilorin Library, Kwara State College of Education Library, Kwara State Polytechnic Library, Landmark University Library, Summit University Library, and Crown-Hill University Library.

The statistics of population were obtained from the management of the selected academic libraries involved in the study and the total population of the study was 83. The study adopted purposive sampling technique to collect data required from the selected academic library staff in Kwara State. The choice of these selected academic libraries was to generalize whatever result obtained among all other academic libraries with similar

background. The total number of librarians in the selected academic libraries was 83. A census approach to cover all librarians was used. This is because the population was limited. The major instrument that was used for data collection was questionnaire titled Survey Questionnaire on the application of ICT in selected academic libraries in Kwara State *(SQAICTSAL).* All of the copies of the questionnaire retrieved were validly completed and used in the analysis. The data collected were subjected to descriptive statistical analysis in relation to the research objectives.

Results

Table 1: Distribution of Questionnaire Based on the Selected Academic Libraries (N=83)

S/No.		Frequency	Percentage
1.	UNILORIN Library	51	61.4
2.	Kwara Poly Ilorin Lib.	6	7.2
3.	College of Education Ilorin Library	6	7.2
4.	KWASU Library	10	12.0
5.	Landmark University Library	6	7.2
6.	Summit University Library	2	2.4
7.	CrownHill University Library	2	2.4
	Total	83	100

Source: Field Survey (2019)

Objective 1: To ascertain the types of ICT facilities available in selected academic libraries in Kwara State

To achieve this objective, the researcher used eleven items to represent and measure the availability of ICT facilities in the selected academic libraries in Kwara State. The results are shown in Table 2.

Table 2: Available ICT Facilities in the Selected Academic Libraries (N=83)

S/No.	Type of Available ICT Facilities	HA	A	DK	NA
		F (%)	F (%)	F (%)	F (%)
1.	Computer system	63 (75.9)	20 (24.1)	0 (00)	0 (00)
2.	CD/DVD	72 (86.7)	11 (13.3)	0 (00)	0 (00)
3.	Internet Facilities	55 (66.3)	26 (31.3)	0 (00)	2 (2.4)
4.	electronic Database	75 (90.4)	2 (2.4)	4 (4.8)	2 (2.4)
5.	Computerised security doors	0 (0.00)	0 (0.00)	20 (24.1)	63 (75.9)

6.	Bar code sensors/readers	54 (65.1)	7 (8.4)	17 (20.5)	5 (6.0)
7.	Slide Projector	71 (85.5)	12 (14.5)	0 (0.00)	0 (0.00)
8.	CCTV Camera	18 (21.7)	61 (73.5)	2 (2.4)	2 (2.4)
9.	Flat Screen TV	23 (27.7)	31 (37.3)	0 (00)	29 (35.0)
10.	Smart Board	5 (6.0)	3 (3.6)	20 (24.1)	55 (66.3
11.	Library Automation Software	26 (31.3)	50 (60.2)	2 (2.4)	5 (6.1)

Source: Field Survey (2019)

Note: Highly Available (HA) and Available (A) were collapsed to "Available" Don't Know (DK) and Not Available (NA) were collapsed to "Not Available"

Table 2 shows the responses of the respondents on the availability of ICT facilities in the selected academic libraries in Kwara State. It indicates that computer systems and CD/DVD are highly available with 83% and the internet facilities also have 83%. This is because computer system and internet facilities work closely with one another. It can also be observed from the table that most of these ICT facilities are available at these selected academic libraries but some are more available than others as revealed by the responses. Electronic database with 92.8%, barcode sensor reader with 73.5%, slide projector with 100%, CCTV camera with 95.2%, library, library automation Software with 91.5%. flat Screen T.V with 65%, Except for computerised security door with 0.0% response and smart board with 9.6% respectively. It is interesting to know that computers system, CD/DVD, internet facilities, electronic database, barcode reader, slide projector, CCTV camera, Flat screen TV and library automation software were highly available in the selected academic libraries. This may be due to efficiency and effectiveness that it brought to library service delivery couple with ease of use and its affordability by the management.

Objective 2: To examine the extent of ICT use in the selected academic libraries in Kwara State

For this research objective, data collected were analysed using frequency counts and percentage ratio to determine the extent of ICT use in the selected academic libraries. A summary of the analysis of data was presented in Table 3.

Table 3: Extent of ICT Use in the Selected Academic Libraries (N=83)

	Type of ICT Facilities	Extent of ICT Use			
		Very Often	**Often**	**Undecided**	**Rarely**
1.	Computer System	71 (85.5)	12 (14.5)	0 (00)	0 (00)
2.	CD/DVD	11 (13.3)	17 (20.4)	28 (33.7)	27 (32.5)
3.	Internet Facilities	54 (65.0)	24 (28.9)	2 (2.4)	3 (3.6)
4.	Electronic Database	52 (62.6)	18 (21.7)	9 (10.8)	4 (4.8)
5.	Computerised security doors	0 (00)	0 (00)	67 (80.7)	0 (00)

6.	Bar code sensors/readers	28 (33.7)	7 (8.4)	30 (36.1)	18 (21.7)
7.	Slide projector	50 (60.2)	26 (31.3)	5 (6.1)	2 (2.4)
8.	CCTV	16 (19.2)	12 (14.5)	32 (38.6)	23 (27.7)
9.	Flat Screen TV	31 (37.3)	23 (27.7)	15 (18.0)	0 (00)
10.	Smart Board	0 (00)	0 (00)	48 (9.6)	0 (00)
11.	Library Automation Software	38 (45.8)	15 (18.0)	17 (20.5)	13 (15.7)

Source: Field Survey (2019)
Note: "Very Often" and "Often" were collapsed to "Often" and "Undecided" and "Rarely" were collapsed to "Rarely"

Table 3 shows the ICT facilities that are mostly used in the selected academic libraries in Kwara State. A greater number 83(100%) of respondents indicate that computer systems were often used for library operations. This was followed by internet facilities with 78(93.9%) and slide projector with 76(91.5%). The findings also show that 70% of the respondents with the frequency of 70 also indicate that electronic database were often used in the library, followed with Library Automation Software with 63.8% with the frequency of 53. The findings further reveal that 66.2 of the respondents with the percentage of 55 indicate that CD/DVD is rarely used. The findings of the result also indicate that 80% of the respondents with the frequency of 67 indicate that computerised security doors were rarely used respectively. This is because; none of such ICT facility are available for use in the libraries studied. It was also revealed in the findings that 57.8% of the respondents with the frequency of 55 indicate that barcode sensor readers were rarely used. It was discovered from the findings that 66.3% of the respondents with the frequency of 55indicates that they rarely use Closed-Circuit Television (CCTV) surveillance security system to safe-guard the library resources despite the security challenges in the country and users or library staff may be caught removing information resources out of the library. Lastly, the findings also revealed that 57.8% of the respondents with the frequency of 48 indicate that they rarely use smart board for library operations. This is coupled with the fact that most of the academic libraries staff are not skilled in the use of such technology.

Objective 3: To identify operations performed with ICT in the selected academic libraries in Kwara State

To achieve the research objective, eleven items were formulated; data collected were also analysed using frequency count and percentage ratio. The results were presented in the Table 4.

Table 4: Library Operations Performed with ICT in the Selected Libraries (N=83)

S/No.	Types of Library Operations	SA	A	D	SD
		F (%)	F (%)	F (%)	F (%)
1.	ICT is used for selection of library resources	48 (57.8)	27 (32.5)	6 (7.2)	2 (2.4)

2.	ICT is used ordering of information resources	48 (57.8)	25 (30.1)	3 (3.6)	3 (3.6)
3.	ICT is used to review publisher catalogue	39 (47.0)	36 (43.4)	8 (9.6)	0 (00)
4.	ICT is used for purchasing information resources	28 (33.7)	37(44.6)	12 (14.5)	3 (3.6)
5.	ICT is used for cataloguing /classification of information resources	29 (34.9)	27 (32.5)	7 (8.4)	21 (25.3)
6.	ICT is used for charging and discharging of information resources	13 (15.7)	9 (10.8)	34 (41)	27 (32.5)
7.	ICT is used library information resources statistics records	28 (33.7)	42 (50.6)	8 (9.6)	5 (6.0)
8.	ICT is used for marketing library and information products and services	19 (22.9)	28 (33.7)	21 (25.3)	15 (18.1)
9.	ICT is used for registration of library users	32 (38.6)	23 (27.7)	18 (21.7)	10 (12.0)
10.	ICT is used for fire and smoke detection	18 (21.7)	11 (13.2)	32 (38.6)	24 (28.9)
11.	ICT is used for surveillance of information resources on the shelves	6 (7.2)	12 (14.5)	34 (41)	22 (26.5)

Source: Field Survey (2019)

Note: Strongly Disagree (SD) and Disagree (D) were collapsed to "Disagree" Agree (A) and Strongly Agree (SA) were collapsed to "Agree"

Table 4 shows the opinion of respondents on library operations performed with ICT. The result revealed that 75(90.3%) of the respondents agreed that ICT is used for selection of library resources while 8(9.6%) disagreed. The result reveals further that 73(87.9%) of the respondents agreed that ICT is used for ordering of information resources while 6(7.2%) disagreed. Furthermore, 75(90.4%) of the respondents agreed that ICT is used to review publisher's catalogue while 8(9.6%) disagreed. The result also indicates that 65(73.8) of the respondents agreed that ICT is used for purchasing information resources while 15(18.1%) of respondents disagreed. However, 56(67.4%) of respondents agreed that ICT is used for cataloging and classification information resources while 28(33.7%) disagreed. On the other hand, 61(73.5%) of the respondents disagreed that ICT is used for charging and discharging of information resources while 22(25.5%) agreed.

The findings also revealed that 70(84.3%) of respondents agreed that ICT is used for library information resources statistics records while 13(15.6%) disagreed. Also the findings from the study further revealed that 47(56.6%) of respondents agreed that ICT is used for marketing library and information products and services while 36(43.4%) with the frequency of 36 disagreed. The finding also revealed that 55(66.3%) of the respondents agreed that ICT is used for registration of library users while 28(33.7%) disagreed. The result further revealed that 56(67.5%) of respondents disagreed that ICT

is used for fire and smoke detection while 29(34.9 %) agreed. On the other hand, (67.5%) of respondents disagreed that ICT is used for surveillance of information resources on the shelves while 18(21.7%) respondents disagreed.

Objective 4: To identify the challenges of ICT use in the selected academic libraries in Kwara State

To achieve this objective, respondents were asked to list the challenges they face in the use of ICT. The challenges listed were summarized into 6 major categories and were analysed based on the Friedman Test. The results are shown in Table 5.

Table 5: Challenges of ICT Use in the Selected Academic Libraries (N=83)

S/No.	Challenges	Frequency	Percent
1.	Lack of ICT compliance	8	9.6
2.	Inadequate suitable I.T infrastructure and system failure	18	21.7
3.	Inadequate skilled I.T personnel	19	22.9
4.	Lack of proper IT policy	11	13.3
5.	Technophobia	9	10.8
6.	Poor attitude towards ICT use	12	14.5
	Unstable power supply	6	7.2
	Total	83	100

Source: Field Survey (2019)

Tables 5 reveal the challenges of ICT use in the selected academic libraries in Kwara State. Majority of the respondents 19(22.9%) indicates that inadequate skilled I.T personnel are the highest challenge they encounter in the use of ICT. This was followed by inadequate suitable I.T infrastructure and system failure with (21.7%). Furthermore, 12(14.5%) of respondents also indicate poor attitude towards ICT as one of the challenges of ICT use. The findings also reveal that 11(13.3%) of the respondents indicate that lack of proper I.T policy is also among the challenges facing the use of ICT. It was also revealed from the findings of the study that 9(10.8%) of respondents indicate that technophobia is among the militating factor battling the use of ICT in the selected academic libraries. Lack of ICT compliance was also indicated by 8(9.6%) of the respondents, while 6(7.2%) of the respondents indicate that unstable power supply among the challenges facing the use of ICT.

Discussion of the Findings

From the information gathered and analysis made, it is observed that ICT facilities are available in all the selected academic libraries in Kwara State, but some are more available than others as revealed by the findings. From table 2, respondents indicated that slide projector, CCTV camera, electronic database, library automation software, computer system, CD/DVD, internet facilities, barcode sensor reader and flat screen TV are highly available while respondents indicated the provision of smart board and computerised security door were least available. This finding is in consonance with study conducted by Odionye (2016) which revealed that there are ICT facilities in the UNN as indicated by the higher percentage of the respondents. Also, personal observation and interview conducted with UNN librarian confirmed the availability of ICT facilities, though some are more available than others.

On the extent of ICT use, greater number of respondents indicate that computer systems, and internet facilities were often used for library operations, followed by slide projector, electronic database and library automation software. This finding is in consonance with the study conducted by Yusuf and Iwu (2010) that a significant percentage of respondents used OPAC. Another qualitative study conducted by Odionye (2016) revealed that there is wireless network and ubiquitous access to internet on campus. The ICT facility that has the lowest use by respondents is computerized exit door and barcode sensor reader, CCTV camera, smart board. The reason could be attributed to lack of awareness or irregular need of these facilities. This finding also corroborate with the study conducted by Obotu, Chukwuka and Gambo (2019) which revealed that the major reason why most respondents do not use ICT facilities is that they do not have access to internet usage because of phobia of using it, the study confirmed that most of the respondents are not ICT literate and there is inadequate ICT facilities in the libraries.

Also, on the library operations performed with ICT by the selected academic libraries in Kwara State. The findings revealed the opinion of respondents on library operations performed with ICT. The result revealed that majority of the respondents agreed that ICT is used for selection of library resources, ordering information resources, review publisher's catalogue, purchasing information resources, cataloging and classification information resources, library information resources statistics records, marketing of library and information products and services, registration of library users while a great significant respondents disagreed that ICT is used for fire and smoke detection, charging and discharging of information resources, surveillance of information resources on the shelves. The reason could be because users have to be ICT compliant before they can use it for any operation in the library. This finding is in compliance with the study conducted by Omini and Esin (2019), the findings of their study showed that there is a significant influence of use of ICT facilities on library operations. This is because the way librarian organizes their job operations for academic performance could be very crucial to their overall performance. Also, Krubu and Asowaru (2011) study confirmed that ICT has an enormous impact on Nigeria academic libraries and their uses are based on its effectiveness.

Apart from the benefits offered by these ICT facilities, respondents revealed the challenges encountered in using ICT in the selected academic libraries in Kwara State. Respondents indicated that inadequate skilled manpower and inadequate suitable I.T infrastructure and system failure is the highest challenge encountered in the use of ICT in the selected academic libraries in Kwara State. This was followed by poor attitude towards ICT use. The least percentage is lack of ICT compliance and unstable power supply. Attitude of library staff towards ICT use and lack of proper I.T policy are among the common challenges encountered as indicated by the respondents. The findings of the study corroborate with the study conducted by Sokari, Olayemi and Abba Haliru (2019) that unstable power supply, inadequate ICT facilities constitute among the militating factors against the application of ICT in academic libraries, another study conducted by Balarabe (2015) confirmed that Inadequate ICT infrastructure, inadequate ICT literacy skills and lack of proper IT policy are the most serious hindrance of application of ICT in libraries. The implication of these challenges is that the applications of ICT in academic libraries in Kwara State are commendable but more has to be done to improve on the

provision and use of the facilities by the academic libraries, especially in this era of technological innovation.

Conclusion

Despite huge benefits provided by ICT, some academic libraries are yet to be fully equipped and where they are fully equipped, the extent of some of these ICT use is low. It is obvious from the study that ICT set a greater pace by playing a prominent role in the promotion of library and information services. While the success of most academic libraries is largely dependent on the effective and efficient use and implementation of modern ICT facilities, it is indeed important for academic libraries to fully deploy it usage. The present study indicates that most academic libraries in Kwara State are already in developed stage in terms of provision of ICT facilities, its extent of use, implementation and operation of library services. Although, the surveyed selected academic libraries have some of these facilities in place but not all were fully exploited for library operations. Some of the surveyed selected academic libraries are yet to fully exploit available ICT facilities which include CD/DVD, computerized security door, barcode sensor reader, CCTV camera and smart board. Based on these findings, the study concluded that provision of adequate ICT facilities in academic libraries in Kwara State will revolutionised effective information service delivery and the advancement in the use of ICT in day-to-day operations in libraries which will dramatically enhanced information provision to the library users.

Recommendations

Based on the findings, the following g recommendations were made:
1. The academic libraries should acquire relevant ICT facilities to enhance the library operations and the parent institution should increase their budget to libraries in order to enable them provide and maintain their ICT facilities.
2. Library authorities should intensify effort on the constant acquisition and provision of ICT facilities to libraries, especially academic libraries in Kwara State.
3. The academic library authorities should provide proper support to the library professionals in the application of ICT and also provide opportunities for staff development on the use ICT through attendance to seminars, workshops and shot courses to enhance their technical skills for proper implementation and provision of effective and efficient services to the library users.
4. The concerned authorities should also formulate helpful ICT policies and increase their budgets to libraries in order to enable them provide and maintain their ICT facilities.
5. Proper initiative should be taken on the part of the policy makers for making stable policies for libraries for implementation ICT and its maintenance.
6. There should be provision of constant power supply in academic libraries in Kwara State and others which will enhance the effective use of ICT facilities. This is the only way through which the effective usage of ICT in Nigerian academic libraries can be guaranteed.

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AN ASSESSMENT OF THE LEVEL OF PROVISION OF LIBRARY SPACE AND EQUIPMENT AMONG SECONDARY SCHOOLS IN GUSAU TOWARDS ACHIEVING EDUCATIONAL GOALS

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ABSTRACT

This study investigated the level of provision of library facilities in secondary schools in Gusau metropolis, Zamfara State. It intends to find out whether secondary school libraries in the metropolis have adequate library space as well library equipment that will enhance good library usage. Descriptive survey design was adopted for the study. The population of the study was 420 while the sample size of 201 was drawn using proportionate sampling technique. The formula table for sampling by Krejcie and Morgan (1970) cited in Kenya Project Organization (2012) was used. Two research questions guided the study. The instrument for data collection was a questionnaire developed from the reviewed literature. Distributed copies of the questionnaires were195 out of which 176 copies were returned and 162 (83%) were returned and found usable for the study. The data collected was then analysed using statistical mean to answer the research questions with criterion mean placed at 2.50 for research question one and Ho (2006) table for determining total mean score was used to interpret research question two. The findings revealed that there are provisions of separate/purpose built library space/building. Some recommendations were made among which was that, secondary school principals should make strong case to the government and stakeholders for increased funding of the school library as well as create linkages with donor individuals and agencies to help them establish well equipped and functional libraries.

Keywords: Provision, Library facilities, School library, Library space, Library equipment, Education, Goal, Nigeria

Introduction

It is held that the literacy level of any nation is known to contribute significantly to individual and national development. Countries of the world, both developed and developing, including Nigeria have acknowledged this fact, hence, several efforts by their governments towards giving their citizens access, quality and equal opportunity to education. In line with this, the Association of Career and Technical Education (2009) posits that a well-educated and skilled workforce is the foundation of business growth and

innovation, as well as setting individuals and communities on the path of self-sufficiency. Nigeria's philosophy of education, Banjo (2013) restates is hinged on the integration of the individual into a sound and effective citizen with equal educational opportunities to all Nigerians at all levels of our educational system both formal and informal. He also reiterated that Nigerian's five main national objectives stated in our Second National Development Plan and taken as the bases for the National Policy on Education which are, to build: a free and democratic society; a just and egalitarian society; a united, strong and self-reliant nation; a great and dynamic economy and a land bright and full of opportunities for all citizens.

Education, therefore, whether formal or informal is intended to make the citizens better members of the society and that is what these goals are meant to achieve. Most of these goals are deliverable through the school curriculum, this is where the school library roles start and in this case, the secondary schools. Library is known to be as old as human civilization, as it was born out of the need to preserve and disseminate human knowledge. Various types of libraries have evolved over the years to carter for various information needs of various categories of users; they are national, public, academic, special/ research, school and private libraries. The focus of this study is school library.

School library is a library established in primary and posts primary schools to provide reading and other teaching and learning materials/aids as well as help the teachers prepare their lessons. This is the basic or the lowest form of library, so it is expected to be an integral part of every foundational education system. According to Sote, Aramide and Gbotoso (2011), a school library collection is a repository of knowledge with specific emphasis on the school curriculum. Thus, a standard school library offers a wide range of materials that can answer the question of developing the mind of the students towards achieving the national educational goals. The role of school library is very essential and critical as stated by Furfuri and Muhammad (in Chukwuji, Nwankwo, Tsafe, Sayudi & Yusuf, 2017) that it facilitates access to teaching resources and providing the children the opportunities to acquire the 21st century learning skills. According to them, these skills are focused on development of critical thinking, communication, creativity and innovation as well as collaboration. Therefore, the place of library in the education of man cannot be overestimated, since there will be no education without information carrying materials or resources.

Also, this fundamental role of the school library in formal learning, according to Kinnel (in Ogwu, 2010) can be well captured when we realize that "the library is not aside from or a buttress to the curriculum but its skills is the very foundations of the curriculum", the following skills are needed:

1. Pupils Reading Skills: These are sharpened through access to a variety of carefully selected leisure reading materials (fiction).
2. Learning to Learn skills: These are related to the skills of knowing when information is needed to solve a problem. How to locate information? How to analyze information? How to combine information from different sources to create new and richer information? How to evaluate the "new" information created?

Possession skills of these skills and others which the school library teaches its users are necessary towards achieving most of our educational goals based on which the, Federal Government of Nigeria (2014) made the establishment and equipment of

school libraries across the country compulsory. However, these set of skills can only be taught to the students when there is a functional school library at their tender and young age. According to Chukwuji *et al* (2017), it is at this level of education that the "catch them young" slogan is consolidated as good level of reading culture development, lifelong education skills, independent reading and information literacy skills etc. are expected to be inculcated in the children. So, if the foundation is faulty, there is going to be problem.

There is therefore the need to build and equip school libraries with necessary facilities otherwise there will be low usage of the library leading to poor reading culture, poor academic performance, thereby failing to meet up with set educational goals. Facilities are important components in any organization, including the school system. And library is one of the most important facilities in the school; the library itself depends on some facilities to function. Library facilities are sine qua non for a functional library. This is because no library functions without facilities. For some scholars, it includes human and material, but the focus of this study is on the material facilities of the library, particularly, space/accommodation/building and equipment.

Library facilities are those items needed by a library to carry out its services effectively. They are buildings, equipments, materials, tools and services etc that are provided for effective library services. They are most of the times referred to as library resources. Nnadozie (in McAlbert, Ugwunna, Ikechukwu & Ogu, 2015) categorized school libraries resources to include: accommodation, collection (book and non-book materials), finance, staff, equipment and furniture. Hence, Afolabi (2016) stated that it is in a bid to provide a clear path towards the realization of secondary school subject curriculum goals that provision of school library resources is provided. The library facilities examined in this study are library space/building/accommodation and library equipment.

Space is imperative for library operations and services, especially traditional library system which requires physical visit for one to make use of it, particularly also at this level (school library). Because of the nature of library services, it is always better to have its own dedicated building or room(s) depending on the size of the school and available fund. The ideal library accommodation according to the Federal Ministry of Education and Youth Development of Nigeria, school library standard as reviewed in 2001, a school library should have a separate building or provide a space of 2-classrooms, which should seat at least 50-60 students at a time (Fakomogbon, Bada, Omiola, & Awoyemi, 2012). Library accommodations are noiseless zones; therefore, libraries are to be located where there would be minimal distraction, they require enough space for the facilities as well as the staff and users. A good and conducive library space not only accommodates enough relevant information resources but inspires the student to always come around and read. However, some school libraries are purpose built (buildings dedicated solely for library services) while others share accommodation. For example, some are located in the Principals offices, staff room etc.

On the other hand, library equipment is the furniture and other specialized equipment and tools used in furnishing the library for effective service delivery. Example of these equipment includes reading carrels/tables, chairs, book shelves, skids, catalogue cabinets, office furniture, working tools- cat & class tools, audio/visual equipment, accession registers, stamps fans/AC etc. These equipment aid in the processing, storage and easy access as well as administrative activities of the library. No library is set to

function without the basics of these equipment. Their absence affects achievement of set educational goals.

How much or how well these facilities have been provided by secondary schools is in doubt? The mandate by our National Policy on Education that secondary schools should provide functional libraries is a good one, how well this have been implemented is the question. Nigeria administrators most often have good policies but implementing them to the letter has always been the issue. Various studies have shown that most of our secondary schools do not have well equipped and functional libraries. For example, Poopola (in Chukwuji *et al* (2017) observed that in most secondary schools, library resources are either unavailable or poorly utilized and as such are the leading cause of poor performance and failures in external examinations. Lack or non-functional school libraries in our schools have denied the pupils the opportunity of having enough reading materials for their study, since some parents cannot afford to buy all the reading materials their children require. Some of them do not even read at home as they are saddled with so many house chores.

Well-equipped and functional school libraries would avail the pupils fairly enough time to read in the library before going home thereby developing good reading habit, have good academic performance and ultimately achieve set educational goals. Their teachers will also have a more conducive environment to read and prepare their lessons as well. Sote, Aramide and Gbotoso (2011) corroborate this when they stated that the need for adequate provision of information materials, library staff, infrastructural facilities, accommodation is essential if school library is to perform its role in basic education effectively. Therefore, efforts should be made towards developing strategies that will guarantee availability of necessary facilities in our school libraries, for instance, PTA's should be made to get involved in the provision of library facilities, government should also strengthen its policy and project implementation efforts, allocation of more funds will also be of good help.

Gusau is a Metropolitan city described both as the administrative headquarters of Gusau L.G.A. and State capital of Zamfara State. The state is a Muslim dominated state and has farming as their main economic stay. It is located in the North West Geo-Political Zone of Nigeria. This study is therefore aimed at investigating the provision of library facilities in secondary schools in Gusau Metropolis. Poor provisions of these facilities will lead to low utilization of school libraries in the state which would in turn lead to poor reading culture and consequential low literacy rate as is evident in the state. A reading nation is a developing nation. This study is important since no empirical study have been carried out in the state to ascertain specifically the level of provision of library facilities (library space and equipment) in secondary schools of the Metropolis despite its importance in a library towards achieving the national educational goals. It is this gap that this study seeks to fill.

Statement of the Problem

For any meaningful education, particularly, formal, there must be a functional library. A library is functional when it is not only built and equipped but also optimally utilized. School libraries are established to provide information resources of all formats to support teaching and learning activities in the secondary schools. In realization of this,

the National Policy on Education made the establishment of school libraries mandatory towards achieving the national educational goals (Federal Government of Nigeria, 2014).

However, available literature seems to show absence or near absence of functional school libraries. For example, Poopola (in Chukwuji *et al,* 2017), Mohammed and Saka (2012), Abdul (in Tsafe & Aliero, 2007) all discovered that in most schools there are no facilities, not even classrooms designated for that, where they have, they have deteriorated. This situation according to Aguolu and Aguolu (in Omah & Urhiewhu 2016) is responsible for the inability of most students to use libraries in higher institutions of learning today. The place of facilities/resources in libraries cannot be overemphasized. Ojoade and Adetoro (in Oduagwu & Oduagwu (2013) stated that school libraries in Nigeria have skeletal existence in secondary schools, either they do not have dedicated space or they do not have even basic facilities both human and material at such this situation has hindered development of reading culture among school children in Nigeria. Babangida, Basaka, and Mohammed, (2019), examined the present state of school library in Adamawa state Nigeria and discovered that majority of the schools had few resources in their libraries. This is an indication that school libraries are still being poorly equipped and hence, poorly utilized and affecting achievement of educational goals.

It is therefore clear that from reports of earlier studies, some schools do not have dedicated rooms for library services, some that have, do not have necessarily equipment like enough reading tables and chairs, shelves, office tables, some do not have new media, audio visual resources while some others are under lock and key. Without the equipment in place, there is no guarantee of providing information resources and hence, could lead to low utilization of school libraries which in turn indicates poor reading culture and consequential low literacy rate evident in the state. A reading nation is a developing nation. All these do affect the achievement of our national educational goals. Students' good personal development is also in doubt. These are worrisome situations and a matter of serious concern to stakeholders. From reviewed literature, no empirical study has been conducted specifically to find out the type of space and level of provision of library equipment in the secondary school libraries in Gusau Metropolis. This observations and discussions necessitate this study aimed at contributing to knowledge in this area and bridging the gap. Hence, this study intends to investigate the type and level of provision of library facilities (library space and equipment) in secondary schools in Gusau Metropolis.

Objectives of the Study

The purpose of this study is to investigate the provision of library facilities in Secondary Schools in Gusau Metropolis, Zamfara State. Specifically, the study sought to:

1. assess the type of library space provided in secondary schools of Gusau Metropolis and
2. examine the level of library equipment provided by secondary schools of Gusau Metropolis.

Research Questions

Two research questions were formulated to guide the study:

1. What is the type of library space provided in Secondary Schools of Gusau Metropolis?
2. What is the level of provision of library equipment in secondary schools of Gusau Metropolis?

Review of Related Literature
Library facilities are buildings, equipment, materials, tools and services etc that are provided for effective library services. It takes adequate provision of these facilities for a library to be functional. The review id done under the following sub-headings:

Types of Library Space provided in secondary School
The importance of space for a functional library has been addressed. Tsafe (nd) opined that there should be an office space for the school librarian and a workroom facility for storage, processing, serving and maintenance. Tsafe also suggested the provision of a multipurpose room for other library related activities, such as film viewing or listening to audio tapes. Going by this position it means that ideal type of library space should be one large enough to accommodate offices, sections and units for a fairly full library operations and services, whether it is a separate building or not. In line with this, Fakomogbon, Bada, Omiola, and Awoyemi (2012), stated that the Federal Ministry of Education and Youth Development of Nigeria school library standard as reviewed in 2001 stated that a school library should have a separate building or provide a space of 2-classrooms, which should seat at least 50-60 students at a time. But in their study of school libraries in Ilorin Metropolis, Fakomogbon, *et al* (2012) discovered that out of the 38 school libraries they studied only 12 has separate building for the library, an indication of insufficient standard facilities. Mohammed and Saka (2012) observed that some school libraries have purpose built school libraries. This is when a school has a separate building set aside for the library, such that the library does not share accommodation with any other office.

This of course will help avoid noise and possible distractions from the neighbors. According to them, some other libraries are attached to staff room, classroom/administrative block. Similarly, Oduagwu and Oduagwu (2013) carried a research work to survey the resources and use of the libraries of three selected Secondary Schools in Owerri metropolis with a view to ascertaining the availability, level of adequacy of the resources and use in line with the standards. Their finding showed 100% agreement by respondents to the existence of a purpose built library in in one of the schools, Federal Government Girls' College. The finding also showed that the other two schools, have no purpose built libraries, rather extended part of their administrative blocks were meant for libraries. This shows that there are more none-purpose built libraries here and an indication of low or at best moderate provision of library facilities. In another study, Owate and Iroha (2013) investigated the availability and utilization of school library resources by secondary schools (High School) students in River State. Their findings revealed that from the eight (8), secondary schools investigated, only one had adequate school library office accommodation while none has accommodation for a librarian's office. This corroborates the finding of a national survey of senior secondary school libraries carried out in India by Sofi (2011) which revealed that only a few school libraries had separate sections in an insufficient space, named "Library cum Reading

Room", also some has more than one room, named "reading room" for their school libraries. Sofi argued that insufficient accommodation will affect the number of sections the school library will have and that children have the rights to basic library facilities in this 21st century.

Provision of Library Equipment in Secondary School Libraries

Tsafe (nd) averred that the size of library space and educational levels of the library users are usually the determining factors for the type of furniture and equipment such a library should have. On a general note, some furniture are pertinent, these according to Tsafe include, reading tables-of various shapes and sizes (plain and round tables for primary and junior secondary school, while partition tables should be provided for the teachers and senior secondary school students, also circulation desk, desk for the librarian and workroom tables of 76cm x 122cm x 76cm respectively.), chairs. Shelves, catalogue cabinets, ringing bell, wall clocks etc. Sofi (2011) revealed that most schools do not possess chairs and tables in the library; they do not have racks/almirahs for stocking books rather books are kept in locked up boxes. This is a practice of earlier days of library development and should not be found in this 21st century librarianship. According to Sofi, journal display rack are lacking in most school libraries.

Also, Omah and Urhiewhu (2016) revealed in their findings that there is provision but low utilization of records and record players, TV and video tape recordings in the school libraries they studied. This is a pointer that they do not create good awareness about the existence and importance of audio-visual materials and section. Owate and Iroha (2013) revealed in their study that only one secondary school library out of the eight schools they studied has up to 45 chairs and 14 tables. Other schools have a combined number of 97 chairs and 30 tables, 1 atlas stand, 4 maps, 37 shelves, and 1 catalogue cabinet. Furthermore, in all the schools they studied, none has audiovisual materials in its collection. These figures when broken down by the schools are certainly inadequate to run a functional library. In more recent survey studies, Gbotosho, and Adejumo, (2019) investigated availability of resources in School libraries in Ilesa West L.G.A. Osun State, Nigeria and observed that majority of the necessary materials were not available talk less of being up to date in the schools they visited. Similarly, Babangida, Basaka, and Mohammed, (2019), examined the present state of school library in Adamawa state Nigeria discovered that majority of the schools had few resources in their libraries. This is an indication that school libraries are still being poorly equipped and hence, poorly utilized and a contributing factor to none achievement of educational goals.

Theoretical Framework

The Resource Dependency Theory

The Theoretical framework adopted for this study is the Resource Dependency Theory propounded by Pfeffer and Salancik (1978). The basic features of resource dependency theory as explicitly given by Elkenberry and Klover (in Ojeje & Adodo, 2018) are that: organisations depend on resources; these resources ultimately originate from an organisation's environment; the environment, to a considerable extent, contains other organizations; and that resources are a basis of power. Elkenberry and Klover states further that organizations depend on multidimensional resources like labour, capital, raw materials, etc. even though organisations may not be able to come out with countervailing initiatives for all multiple resources, they must move through the principles of criticality and scarcity. Critical resources according to them are those resources that the organization must have to function; they have to be selected among the scarce resources.

This theory is relevant to the present study, because the school library is a social organisation in the school system that requires various mixes of resources/facilities to be functional. A well-equipped and functional school library is very imperative to the fulfillment of educational goals and by implication individual and national development. Resource Dependency Theory actually emphasizes the importance of resources to the organization's continual operation and survival. Resources/facilities are both human and material and are in different forms and sizes. Relating this further to the study, school libraries cannot survive without resources/facilities such as library space (accommodation) and equipment as they would not be able to perform their fundamental roles of providing skills and services in support of teaching and learning in the secondary schools effectively and efficiently.

Therefore, lack or inadequate provision of facilities/resources can make school library not to function well, so stakeholders should go beyond just making policy for the establishment of school libraries but go extra mile to ensure that they are actually provided and properly managed. When this is done, teachers and students will certainly be motivated to achieve set goals, but not on the contrary, otherwise fulfillment of educational and national goals becomes a difficult one and has the capacity to affect students' performance negatively in the school. Obviously, if all stakeholders in the school library development accept school library and its facilities as real valuable assets, very critical to the achievement of national educational goals, they will give the provision of adequate school library facilities top priority.
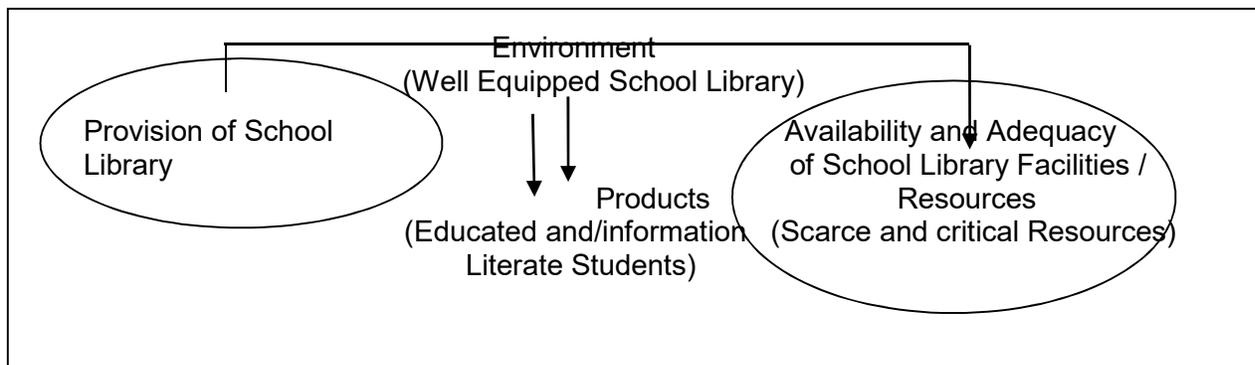
Fig. 1: Modified Hypothesized Model Representation of Pfeffer & Salancik (1978), Resource Dependency Theory

The above model was adopted and modified for this study which is on School Library from Ojeje and Adodo (2018) representation. The Model shows that the provision of school library which amounts to having adequate library facilities will lead to conducive environment (a well-equipped Secondary School library) and consequently the products from that environment (educated and information literate students) translated towards fulfillment of set goals. The resource dependency theory concentrates on the Importance of the quantity and quality of resources (school library facilities) as the major determinant of the products (educated/information literate students) of the school environment. This position corroborates the position of the study of Bonny 2006 (in Omah & Urhiewhu, 2016) which shows that the adequate provision and utilization of such resources like the library in the school will to a great extent help in breaching the quality gap in educational services among secondary schools and enhance their performances. It suffices therefore to say that the educational system and its products (students) depend not just on the provision but also adequacy of school library facilities to achieve set academic goals.

So far, the review revealed that there are various facilities and types of library space provided in secondary school libraries, for example, library space-purpose/separate building, chairs, air conditioner, shelves, books, computers, tape and video recorders etc. They are variedly provided. However, there is a moderate level provision of library equipment. Finally, among the works reviewed none of them investigated library facilities nor covered Zamfara State, hence there is a knowledge gap on the "level of provision of library facilities in secondary schools in Gusau Metropolis, Zamfara State, Nigeria, which this study is set to bridge.

Methodology

The descriptive survey research design was adopted for this study. The population of the study was 420 staff of fifteen public secondary schools in Gusau Metropolis of Zamfara State, Nigeria as used in (Chukwuji, Nwankwo, Tsafe, Sayudi & Yusuf, 2017). Simple proportionate sampling technique was adopted to ensure equal participation of the subgroups in line with their respective population. The table for determining sample size from a given population developed by Krejcie and Morgan 1970 (in Kenya Projects Organization 2012) was used to determine the sample size of this study. Therefore, sample size on the Krejcie and Morgan's Table for 420 is 210. The instrument for data collection was a 50-item structured questionnaire titled "Level of Provision of Library

Facilities in Secondary Schools in Gusau towards achieving Educational Goals, (PLFSSGEG). Section A (research question one) sought to find out the type of library space provided while Section B, (research question two) sought to determine the level of provision of library equipment. The questionnaire is majorly based on the views and findings from the review of related literature. Total of 195 questionnaires were distributed and 176 were returned out of which 162 were found usable and used for this study giving a response rate of 83%. Criterion mean of 2.50 was set for decision. For research question one, above 2.50 was considered accepted for any response whereas below 2.50 was considered as rejected. And for research question two, Robert Ho's table for determining Total Mean Score was used to interpret the level of library equipment provision. SPSS was used for all computations. Five rating scale was used with the response mode of Strongly Disagree (SD) = 1, Disagree (D) = 2, Sightly Agree (SLA) = 3, Agree (A) =4 and then Strongly Agree (SA) = 5.

Table 1: Determining the Total Mean Score

S/N	Mean Value	Level Interpretation
1	1.00 – 2.33	Low
2	2.34 – 3.66	Moderate
3	3.67 – 5.00	High

To interpret the total mean score of the level of provision of library equipment in research question two, the criteria developed by Ho 2006 as presented in the above table was used.

Table 2: Demographic Information of the Respondents

S/N	ITEM	F	%
1.	**Gender:**		
	Male	97	60
	Female	65	40
2.	**Highest Educational Qualification:**		
	Diploma	10	6
	NCE	59	36
	HND/Degree	83	52
	Masters	10	6
	PhD	0	0
3.	**Length of Service:**		
	1-10 years	56	35
	11-20 years	68	42
	21-35 years	38	23

The above table shows that 97 (40%) of the staff are male while female is 65 (33%). While for highest qualification of the staff, HND/Degree have the highest 83 (42%) followed by 59 (30%). Also for length of service the middle range 11-20 years has the highest percentage of 68 (35%).

Research question 1: What type of library space is provided in Secondary Schools in Gusau Metropolis?

Table 3: Mean Rating of Type of Library Space provided in the School Libraries

S/N	Library Space	Mean	SD	Decision
1	There is a separate building for the library	2.91	1.490	Accepted
2	The library is big enough to accommodate many users at a time	2.58	1.439	Accepted
3	The library is located in the principal's office	2.32	1.395	Rejected
4	The library is located in the staff room	2.13	1.347	Rejected
5	It is located in one corner of a classroom	2.02	1.163	Rejected
6	The library is located in the administrative building	1.93	1.098	Rejected
7	There is no provision for library in the school	1.91	1.192	Rejected
	Grand mean score of library space	**2.25**	**1.303**	

Result from the above table reveals that the major types of library space provided are separate building which has the highest mean score of 2.91 and SD 1.490 and that any other space provided apart from a separate building is usually large enough to accommodate many users at a time with a mean of 2.58 and an SD of 1.439. Both mean scores are above the 2.50 set for acceptance. This is a good development. However, the rest of the items all scored mean below the 2.50, therefore, they showed that they are not popular spaces used for library services in secondary schools in Gusau metropolis of Zamfara State.

Research question 4: What Library Equipment are provided in Secondary School libraries in Gusau?

Table 4: Mean Rating of Level of Library Equipment provided in the School Libraries

S/N	Library Equipment	Mean	SD	Level Interpretation
1	There are air Conditioners	2.05	1.220	
2	Audio-Visual aids are provided	1.94	1.125	
3	Catalogue cabinets are provided	2.40	1.472	
4	Ceiling/standing fans are provided	2.68	1.544	
5	Charging &/Discharging trays are provided (for book card & borrowers ticket	2.38	1.370	
6	There is a Circulation counter	2.63	1.387	
7	Classification schemes are available (LC,DDC etc)	2.45	1.500	
8	There are display racks	2.10	1.262	
9	Instructional aids/materials are provided	2.52	1.392	
10	There are office chairs	3.11	1.664	
11	There are office tables	3.07	1.554	
12	Reading tables are provided	3.22	1.584	
13	Reading Chairs are provided	3.34	1.437	
14	There are pamphlet box	2.59	1.386	
15	Shelves are provided	2.64	1.531	
16	Steel cabinets are provided	2.49	1.529	
17	Televisions are provided	1.93	1.129	
18	Typewriters (manual or electronic) for typing catalogue cards are provided	2.03	1.273	
19	Trolleys are provided (for moving books)	2.19	1.334	
	Total mean score of library equipment	**2.51**	**1.404**	**Moderate**

Table 5 shows the result of response on the level of provision of library equipments in secondary school libraries in Gusau Metropolis of Zamfara State. The level of provision

of library equipment is moderate as revealed by the total mean score of 2.51. However, out of the 19 items 10 scored mean below 2.50. Items 17 and 2 recorded the least mean scores of 1.93 and 1.94 respectively, an indication of non-existence of audio-visual unit in school libraries in Gusau. On the other hand, reading chairs and reading tables scored the highest mean of 3.4 (SD=1.437) and 3.22 (SD=1.584) respectively.

Discussion of the Finding

One of the findings of the study is that majorly, the types of library space provided in Gusau metropolis are separate building (purpose built) and that any other space provided apart from a separate building is usually large enough to accommodate many users at a time. This is a welcome development, though the provision of purpose built spaces for library or providing enough space does not guarantee optimal usage, as the space/accommodation may not be well equipped or opened for use or at best attract low usage which will negate the spirit of the policy that made the provision of functional school library mandatory. The ultimate end is that the students would not learn the necessary skills for achievement of educational goals. However, for a conducive reading environment, libraries are better in a dedicated building, it will ensure usage by the students as well as allow for creation of various sections and units of the library, like the audio visual unit, technical room, librarians office, reference section, e-resource center among others. The findings of the study are in line with that of Oduagwu and Oduagwu (2013), Owate and Iroha (2013), Fakomogbon, Bada, Omiola, and Awoyemi (2012) and who discovered the existence of purpose built/separate library building in their area of study, though not as wide spread as that of this study.

Furthermore, from responses on the level of provision of library equipment in secondary schools of Gusau Metropolis of Zamfara State, it was discovered that there is a moderate level of provision of library equipment. Libraries cannot be said to be functional without necessary equipment. Out of the 19 items, 10 scored mean below 2.50, that is to say that either the materials are not available at all or are lowly provided. Moderate level of library equipment here suggests that school libraries in Gusau Metropolis are not well equipped let alone utilized optimally and the effect of this is poor reading and learning culture for the students, hence lacking the necessary skills for the achievement of educational goals. Nevertheless, equipment like shelves, reading and office tables, chairs, pamphlet boxes, instructional aids etc were provided. Further finding also revealed none provision of catalogue cabinets, charging and discharging trays, display racks, audiovisual aids, and televisions etc. This is in agreement with Oduagwu and Oduagwu (2013) who revealed that shelves, tables and chairs were provided, while, racks, cataloguing boxes, charging and discharging trays were found not available in the libraries. Absence of catalogue boxes in the library entails little or no usage of the library; this is because the catalogue boxes contains the library catalogue cards which are the eyes through which the users sees the holdings of the library arranged either by author, title and subject. It is the main access/retrieval tool of the library.

Corroborating further, Sofi (2011) reported that most schools do not possess chairs and tables in the library neither do they have racks/almirahs for stocking books rather books are kept in locked up boxes. This is a practice of earlier days of library development and should not be found in this 21st century librarianship. According to Sofi, Journal Display Rack are lacking in most school library. However, on the contrary, Owate and

Iroha (2013) revealed low provision of library equipment like chairs, tables, catalogue cabinets etc. The result of this study also shows that there is no audio visual unit in school libraries in Gusau. Again, this is in line with Owate and Iroha findings that there are no audiovisual materials in the libraries they studied.

Conclusion

The study revealed that Secondary school libraries in Gusau metropolises are provided in separate (dedicated / purpose built library building). For a conducive reading environment, libraries are better in a dedicated building as this will ensure usage by the students as well as allow for creation of various sections and units, like the audio visual unit, technical room, librarians office, reference section, e-resource center among others. Thus the study established there was a moderate level provision of library equipment like shelves, reading and office tables, chairs, pamphlet boxes and instructional aids. This shows that there is no guarantee of providing enough information resources and hence, low utilization of school libraries in the state which in turn indicates poor reading culture and consequential low literacy rate evident in the state. To this extent, national educational goals are not fully achieved, because a reading nation is a developing nation.

Recommendations

From the findings of the study, the following recommendations are made:
1. Secondary school principals should make strong case to the government and stakeholders like PTA for increased funding of the school library as well as create linkages with donor individuals and agencies to help them establish well equipped and functional libraries.
2. More and basic library equipment should be provided particularly, catalogue boxes, audiovisual materials like audio tapes, recorders, video tapes and recorders, radio and television to enable them establish audio-visual unit etc.
3. Government should put machinery in motion to see that the mandate for every secondary school to have a functional school library is implemented to the letter, so that the purpose of that mandate would be fulfilled towards achieving educational goals.

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ANALYSIS OF FACTORS INFLUENCING ACADEMIC COLLABORATIVE RESEARCH IN SELECTED FEDERAL UNIVERSITIES IN NIGERIA

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ABSTRACT

This study assessed collaborative research among academic researchers in selected federal universities in Nigeria. The study covers some universities which were selected using cluster sampling; the Universities selected were Bayero University Kano, University of Ibadan, University of Jos, University of Maiduguri, University of Port Harcourt, and University of Nigeria Nsukka. A total number of 150 copies of Questionnaires were distributed to Academics; out of the total number distributed 122 were successfully completed and were used for the study. Data collected were statistically analyzed using statistical package for the social science (SPSS) IBM version26. The study was carried out specially to examine the factors influencing collaborative research in selected Nigerian federal universities, involvement of the academic staff in collaborative research, and types of collaborative and preferred areas of collaborative research conducted. It was recommended that, Government and its agencies such as the TETFUND re-visit their policies in order to encourage and improve collaborative research activities. There is the need to consider and encourage up-coming researchers to participate more in research collaboration. Non-governmental organizations have to come in to sponsor research activities; this will increase research output in different fields. More research facilities should be provided for the conduct of research; more funds need to be provided for the conduct of collaborative research. Sensitization fora need to be formed between academics, government and community members so that community could give due recognition to researchers. And finally collaborative researchers need to focus more on the areas of sport and recreation, trade unionism and politics.

Keywords: Research, Research collaboration, Academic research, Nigeria universities

Introduction

The cardinal role of Academic institutions includes the generation, processing, sharing and dissemination of knowledge, it is widely accepted that conduct of research advances knowledge and ensures progress in the larger society. Universities undertake researches in various fields for various reasons and that propels the sustenance and progress of the society, the drivers of these research activities are the academics/researchers in the academic institutions and especially the universities. The term academic staff had been defined by several scholars, Egwunyenga (2008) posits that academic staff are individuals employed in tertiary institutions of learning who possess the relevant knowledge and expertise to teach, conduct research and mentor others for societal advancement. Popoola (2008) defined academics as lecturers who are staff of academic institutions and whose primary duties are teaching, research and community services.

Research is one of the major functions of academics; they embark on the necessary investigative processes with the application of required techniques towards realization of effective and meaningful life of their immediate communities and the world at large. Onyancha (2015) noted that the global ranking of universities brings about the struggle towards attaining positions and recognition with regards to standards, and there has been an increase in the rate of collaborative research in various sectors around the globe yielding tremendous positive outcomes, this also brings about useful discoveries in the areas of health, economy, education, business, environment, engineering, technology and general sciences etcetera.

These results and achievements being recorded made it very imperative to encourage and support collaborative research (Aliyu, 2007; Lee and Ahn, 2007; Ocholla, 2013; Onyancha, 2015; Fari and Ocholla, 2015). Moreover, collaborative research among and between scholars has been reported to be, as a result of the tremendous number of emerging and experienced specialist in every discipline, coupled with the continuous fusion and fragmentation of knowledge towards addressing the ever increasing complexity of research problems in form of unsolved observable trends and phenomenon. Ocholla (2013) connects the ever growing interest and involvement in the uplifting of collaborative research culture to the following reasons:

1. The increase in understanding of the value of knowledge and the burning desire to strengthen it through research.
2. A transformation from individualistic to applied collaborative research.
3. Growing advocacy for shared responsibilities among experts towards achieving better
    results.
4. The ever increase in funding for collaborative research processes and projects.
5. The desire to expand the provision and access to higher education globally.

Collaborative research has become the focus of considerable number of research institutions and organizations and it has taken different dimensions with regards to varying fields and context. Research collaboration has been defined by various researchers to reflect a number of contextual viewpoints (Fari & Ocholla, 2015); thus many of the definitions depend on the nature, scope and context of the investigation being carried. Despite the benefits of collaboration, the authors also highlighted the cost of collaboration to be more funding and increased logistics; Consuming more time and administrative

strategy as more individuals are involved and who might be at different geographical locations; and associated with cultural, disciplinary and political barriers.

Statement of the Problem

Academic environments are the bedrock upon which any developmental idea, skill and innovation are bred; they are the centers of excellence promoting research and development which transforms the immediate society and the world at large, academic institutions are expected to lead the path towards realization of promise land in terms of technological advancement in human and material development. The machineries responsible for the continuous and steady activities to achieve these developmental outcomes are the human beings (researchers/academics), who are the main role players in the execution of the relevant task, based on their expertise in the various and vast fields of human endeavor. In contemporary knowledge society the drivers of cultural preservation, development of social, economic and political activities and most importantly educational growth are the academic institutions (International Institute for Educational Planning, 2007). In order to avoid duplication of research effort, academics collaborate in research which allows professional and constructive scrutiny of their findings and all other relevant data generated between them.

A number of studies have been carried out concerning research collaboration (Cabrera & Cabrera, 2002; Reus & Liu, 2004; Aliyu, 2007; Lee & Ahn, 2007; Ugah, 2008; Umar, 2009; Fari & Ocholla, 2015; Fari, 2015) but to the researcher's knowledge, less has been done to understand the factors influencing collaboration and especially in Federal Universities in Nigeria. However, this research is also triggered by the observation that, a majority of academics in Nigerian federal universities do not adequately exploit the opportunities of collaborative research as many of their publications are single authored. By implication, academics who do not engage in collaborative research could be left behind in their academic pursuit and subsequently slow their professional growth. As a result of these circumstances, one may speculate the trend of collaborative research among academics in Federal Universities in Nigerian; could it be that the right initiative and awareness is lacking? Or the frequency of research collaboration is not significant? It is against this background that this study is designed to examine the factors influencing research collaboration among academics in some universities in Nigeria.

Objectives

The aim of this research is to examine the factors influencing research collaboration in selected universities in Nigeria. The specific objectives were to:
1. Explore whether academics in Federal Universities in Nigeria collaborate in research
2. Find out the factors influencing research collaboration among the academics
3. Investigate the effects of research collaboration
4. Explore the ICTs used for research collaboration
5. Determine the factors militating against research collaboration
6. Proffer solutions to the identified problems

Research Questions
1. Do academics engage in research collaboration?

2. What are the factors influencing research collaboration?
3. What are the effects of research collaboration?
4. What are the ICTs used for research collaboration?
5. What are the militating factors to effective research collaboration?
6. What are the perceived solutions to effective research collaboration?

Hypotheses

The following null hypotheses were tested:

Ho₁. There is no significant difference in the factors influencing research collaboration among academics in the selected federal universities in Nigeria.

Ho₂. There is no significant relationship between usage of ICT and effectiveness of research collaboration among academics in the selected federal universities in Nigeria.

Ho₃. There is no significant difference in the factors militating against research collaboration among academics in the selected federal universities in Nigeria.

Study Justification

This study will be significant in a number of ways as it will help to reveal the factors influencing research collaboration in Nigerian universities. Its findings are expected to go a long way in improving collaboration by academics in Nigeria, Africa and indeed the world at large. The study will also highlight contemporary practice in research collaboration. Improvement of research collaboration could lead to better utilization of knowledge for the fulfillment of research objectives in Nigeria and especially in the Federal Universities. This research will help in designing collaborative research networks in Nigerian universities. In addition, it will serve as an important knowledge contribution in the area of research collaboration and knowledge sharing research for growth and innovation in the areas of science and technology and social science researches towards improving the wellbeing of the citizenry, economically, socially and educationally.

Methodology

A structured questionnaire was designed with a five-point interval scale. A total of 150 of the questionnaires were distributed to academic lecturers in the selected Universities through a stratified random procedure. The federal universities selected using cluster sampling across the six geopolitical zones one university selected at random from each zone) in Nigeria were Bayero University Kano, University of Ibadan, University of Jos, University of Maiduguri, University of Port Harcourt and University of Nigeria, Nsukka. Administration was done mostly by mail. Of the total administered, only 122 were successfully completed and used for the study. Data collected were statistically analyzed with the Statistical Package for the Social Sciences (SPSS) IBM version 26. Statistical procedures adopted included summary statistic, Analysis of variance used to compare opinions of the respondents based on qualifications and the institutions involved in the study and Pearson Product Moment Correlation procedure for establishing extent of relationship between investigated variables. Statistical significance was fixed at alpha level of 0.05 ($p = 0.05$).

Results

Of the total respondents, 122, 67.2% were males and 32.8% were females. Discipline wise, 16.4% were from Arts and Social sciences, 16.4% from Engineering and 67.2% from Education. Majority (83.6%) were having doctorate degrees with only 16.4% having master degree in their respective institutions. Experience wise, 16.4% have been on the job for less than 11years and 50.8 have between 11 and 20years of experience on the job. Those with higher number of years of experience were 32.8% of the total respondents. All the respondents indicated that they take part in research collaboration in their respective institutions.

Table 1: Population and Sample of the Study

S/N	Federal University	Zone	Population	Sample
1	University of Maiduguri, Borno State	North-East	2040	20
2.	Bayero University Kano, Kano State	North-West	1225	12
3.	University of Jos, Plateau State	North-Central	2526	25
4.	University of Ibadan, Oyo State	South-West	3390	34
5.	University of Port Harcourt, Rivers State	South-South	1929	19
6.	University of Nigeria, Anambra State	South-East	3290	34
Total	6	6	14400	144

Involvement of respondents in collaborative research

Table 2 shows the respondents by the type of research in which they partook in collaboration with other colleagues. In the table, 83.6% were involved in collaborative research for Conferences, workshops and seminars presentations, Book publishing (32.8%), Scholarship availability (16.4%), Teaching methods/class management (66.4%), Current/on-going researches (50.0%) and Part-time, visiting and sabbatical jobs (50.8%). Other areas in which they were involved in collaboration were Agricultural researches (33.6%), Communal activities (33.6%), Consultancy/trade (50.0%), Health researches (16.4%), New technologies (ICTS) research (50.0%) and Culture, Tradition research/exhibition (20.5%), Sports and recreation (33.6%), Trade unionism (12.3%) and Politics (50.8%). In terms of preferred areas of collaboration, their involvement did not necessarily correspond with their interest as shown in the graph and the Table 2.

In terms of preference, collaboration for Conferences, workshops and seminars presentations was (100.0%), Book publishing (32.8%), Scholarship availability (16.4%), Teaching methods/class management (50.0%), Current/on-going researches (66.4%) and Part-time, visiting and sabbatical jobs (34.4%). Other areas which they expressed their preferences in collaboration were Agricultural researches (29.5%), Communal activities (33.6%), Consultancy/ trade (33.6%), Health researches (44.3%), New technologies (ICTS) research (50.0%) and Culture, Tradition research/exhibition (31.1%), Sports and recreation (33.6%), Trade unionism (12.3%) and Politics (34.4%). These observations imply that the academics were involved in collaborative research even if their preferred field of discipline was not the focus of such investigation.

Table 2: Types of Collaborative and Preferred Areas of Collaborative Research

Types of collaboration	Partake in		Preferred	
	Freq.	%	Freq.	%
Conferences, workshops and seminars presentations	102	83.6	122	100.0
Book publishing	40	32.8	40	32.8
Scholarship availability	20	16.4	20	16.4
Teaching methods/class management	81	66.4	61	50.0
Current/on-going researches	61	50.0	81	66.4
Part-time, visiting and sabbatical jobs	62	50.8	42	34.4
Agricultural researches	41	33.6	36	29.5
Communal activities	41	33.6	41	33.6
Consultancy/trade	61	50.0	41	33.6
Health researches	20	16.4	54	44.3
New technologies (ICTS) research	61	50.0	61	50.0
Culture and Tradition research/exhibition	25	20.5	38	31.1
Sports and recreation	41	33.6	41	33.6
Trade unionism	15	12.3	17	13.9
Politics	62	50.8	42	34.4

Factors influencing research collaboration

Table 3 shows the perceived factors expressed in means and standard deviation on a five-point scale that influenced the academics in collaborative research in the different institutions. Table 1 revealed that the most influencing factor for research collaboration in the selected institutions was to avoid duplication of effort. Others in the hierarchy were to uncover new ideas, be current in the discipline improve collaboration, promote multidisciplinary research, promote internationalized research activities and improve research output. Among others in the hierarchy were strengthen the academic culture, foster unity among academics, become popular among colleagues and be familiar with others in my field along with the need to secure funding/ scholarship.

Table 3: Factors Influencing Research Collaboration in the Selected Institutions

Engaging in collaboration is to	Mean	Std. Deviation
Avoid duplication of effort	4.51	1.115
Be current in my discipline	4.34	1.104
Become popular among colleagues	3.84	1.068
Be familiar with others in my field	3.66	1.252
Improve collaboration	4.18	1.068
Uncover new ideas	4.34	1.104
Strengthen the academic culture	4.02	1.414
Foster unity among academics	3.84	1.342
Improve research output	4.02	1.414
Secure Funding/scholarship	3.50	.956
Promote multidisciplinary research	4.17	1.066
Promote internationalized research activities	4.16	.903

Effects of Research Collaboration

One of the major effects of effects of research collaboration's influence on academic pursuit perceived by the respondents as indicated in Table 4 in their ranked order is that it provides a reliable source of input for preparing lectures and lecture notes. Others were that it leads to more exposure, and provides room for a wider participation in academic activities along with access to information relevant to research work which in turn enhances productivity and keeps the academics abreast of knowledge with current developments. Among other such effects were that it allows others to evaluate products researches and get relevant reference materials for lecture and thus allow a quicker and wider communication apart from its acquired influence on the methods of teaching in the institutions. It thus provides more information relevant to the specific field, thereby motivating factors for more researches. But the respondents did not agree that collaborative research provide them with community recognition or a mean of obtaining relevant input on research from other colleagues and improve community development. Opinion was divided on these issues along with the perception that collaboration research provides an appropriate means of publicizing research findings

Table 4: Effects of Collaborative Research on Academic Pursuits

Effects	Mean	Std. Dev.
A reliable source of input for preparing lectures and lecture notes	4.51	0.763
I get relevant reference materials for my lecture	4.16	0.903
Influences my method of teaching	4.00	1.157
A source of guidance in assessing my students	3.66	0.941
Allow others to evaluate my research	4.16	0.903
Access to information relevant to my research work	4.18	1.068
Awareness on other researches being conducted	3.66	1.370
Obtaining relevant input on my research from other colleagues	3.50	1.255
It is a motivating factor for my research	3.99	1.153
An appropriate means of publicizing research findings	3.51	1.386
Acquire more information relevant to my field	3.99	1.153
A means of keeping abreast of knowledge	4.17	1.066
Enhanced productivity	4.17	1.066
More exposure	4.34	1.103
Wider coverage	3.84	1.342
Improved community development	3.50	1.255
Community recognition	3.34	1.493
Effective self-help techniques	3.84	1.462
Quicker and wider communication	4.01	1.000
Wider participation	4.18	1.068

ICTs used for Research Collaboration

Among the use of ICTs for collaborative research, the computer ranked first with 66.4% and 33.6% for most used and frequently used. These are indicated in Table 5. Use of Mobile phone and Internet Facilities came next in the hierarchy. Others with less frequency of usage were Flash Drive (USB) with 67.2% for most frequent and 32.8% for frequently used, CD-ROM with 83.6% for frequently used and Digital camera with 32.8%.

Table 5: ICTs Used by Respondents for Collaborative Research

ICTs	Most frequent		Frequent		Not frequent		Never	
	F	%	F	%	F	%	F	%

Computers	81	66.4	41	33.6				
Mobile phones	102	83.6	20	16.4				
Radio			20	16.4	61	50.0	41	33.6
Television	20	16.4	20	16.4	41	33.6	41	33.6
Digital camera			40	32.8	62	50.8	20	16.4
Internet Facilities	102	83.6	20	16.4				
CD-ROMs			102	83.6			20	16.4
Flash Drive (USB)	82	67.2	40	32.8				
Blog			40	32.8	41	33.6	41	33.6

Factors militating against research collaboration

The opinions of the respondents on the suggested factors were scored in frequencies and percentages on a dichotomous scale in Table 6.

Table 6: Respondents Opinion on Factors Militating against Research Collaboration

	Yes		No	
Factors	F	%	F	%
Poor funding of research activities	101	82.8	21	17.2
Poor research culture among academics	122	100.0		
Poor facilities available for conduct of research	101	82.8	21	17.2
Lack of recognition of collaborative research efforts	102	83.6	20	16.4
Academics' poor attitude towards collaborative engagements	122	100.0		
Lack of advocacy in the academia	82	67.2	40	32.8
Low level of information literacy skills among academics	81	66.4	41	33.6
International travel barriers	61	50.0	61	50.0
Poor policies on internationalization of academic institutions	102	83.6	20	16.4
Stringent policies on logistics/funding	82	67.2	40	32.8

Among the factors militating against collaborative research in the selected institutions indicated in Table 6, poor research culture among academics and their attitude towards collaborative engagements ranked the most outstanding. All the respondents agreed with these opinions. Poor policies on internationalization of academic institutions and were the next militating factors which the respondents were of the view constituted a major challenge. Along with these was inadequacy of facilities available for conducting research and poor funding of research activities characterized by stringent policies and logistics.

Suggested solution for effective research collaboration

The opinions of the respondents on the solutions for improving research collaboration in the selected institutions are tabulated in frequencies and percentages in Table 7.

Table 7: Solutions to improved Collaborative Research in the Selected Institutions

Suggestions for effective research collaboration	Yes		No	
	F	%	F	%
Improved funding of research activities	122	100.0		
Imbibing the spirit of research culture among academics	81	66.4	41	33.6
Provision of adequate facilities available for conduct of research	102	83.6	20	16.4
Due recognition of collaborative research efforts	102	83.6	20	16.4
Academics' positive attitudinal change towards collaborative engagement	101	82.8	21	17.2
Improved advocacy in the academia	102	83.6	20	16.4
Improved level of information literacy skills for lifelong learning among academics	122	100.0		
International policy formulation on travel barriers	102	83.6	20	16.4
Improved policies on internationalization of academic institutions	81	66.4	41	33.6
Flexible/accommodating policies on logistics/funding	102	83.6	20	16.4

From the opinions of the respondents in Table 7, one of the major and outstanding solutions to collaborative research is the abandonment of self-claim of adequacy of knowledge and seeking improved level of information literacy skills for lifelong learning among academics. The next most important solution which all the respondents agreed on was the need for improved funding of research activities which should include flexible and accommodating policies on logistics in financing of researches. There is also the need for improved advocacy in the academia along with recognition of collaborative research efforts and provision of adequate facilities for conducting research. Respondents were of the view that there is need for positive attitudinal change among academics towards collaborative research which would limit the inhibition to collaborative efforts among academics.

Test of Hypotheses

Ho₁. There is no significant difference in the factors influencing research collaboration among academics in the selected universities

Table 8 showed the analysis of variance model for the test of difference on factors influencing research collaboration among academics in the selected universities with the qualifications of the academics as the independent variable. The mean scores for the respective categories of qualifications are shown in Table 9. The result revealed no significant difference between the academics of different qualifications on the factors. The observed F-value for the test was 0.0555 at degree of freedom of 2,119. The p-value obtained in the test was 0.576($p > 0.05$). These were clear indications that the academics of different qualifications did not differ significantly in the factors influencing research collaboration in the selected universities.

Ho₂. There is no significant relationship between usage of ICT and effectiveness of research collaboration among academics in the selected universities

Table 10 showed the summary of the test of relationship between usage of ICT and effectiveness of research collaboration among academics in the selected universities.

The result of the test conducted with the Pearson Product Moment Correlation procedure revealed that the use of ICT was positively and significantly correlated with effectiveness of research collaboration among academics in the selected universities. The observed correlation coefficient was 0.850 obtained at 120 degree of freedom. And the level of significance obtained for the test was 0.000 (p < 0.05). The null hypothesis was therefore rejected.

Ho₃. There is no significant difference between the selected universities in the factors militating against research collaboration among academics in the selected universities

Table 11 showed the analysis of variance model for the test of difference on factors militating against research collaboration among academics in the selected universities. The mean scores for the universities are shown in Table 12. For the test of difference between the institutions carried out with the One-way Analysis of Variance (ANOVA) on factors militating against their research collaboration among academics, it was the variability was significant (p = 0.000). The observed F-value was 27.510 at the 2,119 degree of freedom. The respondents from the University of Maiduguri were found to differ from all other respondents from the different institutions selected for the study. The null hypothesis was therefore rejected. Observed variability was associated to the location environment since the other selected institutions did not differ significantly in those factors enumerated above.

Table 8: ANOVA on Factors Influencing Research Collaboration by Respondents' Qualifications

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.078	2	0.539	0.555	0.576
Within Groups	115.668	119	0.972		
Total	**116.747**	**121**			

Table 9: Mean Scores on Factors Influencing Research Collaboration by Respondents' Qualifications

Qualifications	N	Mean	Std. Deviation	Std. Error
PhD	78	3.9786	1.00454	0.11374
Masters	24	4.1806	0.86381	0.17633
Bachelor's degree	20	4.1667	1.04644	0.23399
Total	**122**	**4.0492**	**0.98227**	**0.08893**

Table 10: Test of Relationship between Usage of ICT and Effectiveness of Research Collaboration among Academics in the Selected Universities

Variables	N	Mean	Std. Dev.	r-calc.	Df	p-value
Use of ICT	122	3.5528	.52457	0.850	120	0.000
Effectiveness of research	122	3.9365	1.00515			

Table 11: ANOVA on Factors Militating against Research Collaboration in the Institutions

Source	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	116.747	5	23.349	27.510	0.000
Within Groups	98.457	116	0.849		
Total	**215.204**	**121**			

Table 12: Mean Scores on Factors Militating against Research Collaboration by the Institutions

Institutions	N	Mean	Std. Deviation	Std. Error
UI	21	4.5833	0.98120	0.11374
UNN	21	4.4167	0.86381	0.17633
UJ	20	5.0000	1.02444	0.23399
BUK	20	3.7500	0.98227	0.08893
UNIMAID	20	2.0000	2.19591	0.24864
UNIPORT	20	4.5000	1.93321	0.39462
Total	**122**	**4.0492**	**0.86381**	**0.17633**

Conclusion

The study has established that collaborative research promotes multi- disciplinary research initiatives and improves research output among researchers. Collaborative research serves as sources of recognition and pave the way for further academic pursuit and strengthen academic culture and foster unity among academics. It is also established that it provides room for a wider participation in academic activities which leads to access to information relevant to research work and leads to enhancement of productivity among researchers; giving researchers the opportunity to keep abreast of contemporary practices and to be up-to-date in their field. Collaborative research also gives room for evaluating other colleagues in terms of contribution and expertise in different areas as well as providing opportunity and motivation for further researches. It brings about understanding and wider coverage/communication of research results, hence there is need to explore the Bibliometric analysis of the collaborative researches among academics in Federal universities in Nigeria. In so doing, the most prolific authors could be ascertained; the areas of research/discipline mostly collaborated upon; the most collaborative university; and types of publications (book, journal articles, chapters, products and services) emanating from the collaborative researches.

Recommendations

In line with the findings and conclusions of the study, it is recommended that:
1. Government should as a matter of urgency provide more resources through its agencies like TETFUND and to re-visit existing policies towards improving collaborative research activities and making it a priority in tertiary institution.
2. There is need to consider up-coming researchers in the academia for sponsorship with senior colleagues and among themselves to be given recognition and opportunity to participate more in research collaboration through adequate funding, thereby promoting collaborative researches and mentorship.
3. Other stakeholders in education needs to come in to sponsor and provide scholarships to research activities, as this will increase research output in different field of knowledge.
4. Sensitization forum needs to be formed championed by universities in collaboration with other stakeholders and academics to ensure recognition and valuing of collaborative research and researchers, especially with regards to

promotion and sponsorship, this will serve as a catalyst for more collaborative researches.

5. Collaborative research need to focus more in the areas of sport and recreation, trade unionism and politics as these areas are reported to be given less attention in terms of collaborative researches.

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THE ROLES OF PUBLIC LIBRARIES AS PANACEA TO THE MENACE OF SOCIAL MEDIA ADDICTION OF ADOLESCENTS IN NIGERIA

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ABSTRACT

The paper examined roles of public libraries as panacea to the menace of social media addiction of adolescents in Nigeria, it discussed social media as a platform where communication takes place and relationship with friends established, also social media is a platform that create profile, which make explicit and transverse relationship, the paper preempt the concepts of social media, social networking, adolescent, social media addiction, public libraries and public libraries roles and considered some of social network site (SNS) commonly used in Nigeria such as Facebook, Twitter, Google plus,2go, Whatsapp and Niraland among others were explicit, uncontrolled used of social media was illustrated by diagram to depicts the level of addictions by adolescents, the remedies to alleviate/reduce social media addiction by public libraries was lauded, the paper suggested remedies that public libraries can provide through performing the statutory responsibilities are: reading culture, Centre for culture, center for information, Centre for education and research roles of public library. The paper concluded that social media has helped interpersonal communication beyond measure, above all the adolescents, should not have unlimited access to their phones to the extent that it will lead to addiction.

Keywords: Public libraries, Social media, Social network, Adolescent

Introduction

Today, the problems occurring in the communities, societies, and nations at large is making it so obvious that emotional and physical needs of adolescents needs serious attention than ever before, several cases of crime such as pornography, cyberbullying, drugs addicts, sexual harassment, inappropriate dress and many more reportedly

happened through the use of social media, however, there is no gainsaying that, the advent and advance of information technology have brought a significant shift from analog to a digital system, the world is changing and advancing because of the influence of science and technology and of course it seems almost impossible to escape the presence of ICT. Most of the appliances are of great benefits in everyday activities to all and sundry. In recent decades, with the development of information technology, especially with the rapid proliferation of Internet-based social media (e.g., Facebook, WeChat, or Instagram), the ways of interpersonal communication have drastically changed (Smith & Anderson, 2018; Stone & Wang, 2018). The ubiquitous social media platforms and the easy access to the Internet bring about the potential for social media addiction, namely, the irrational and excessive use of social media to the extent that it interferes with other aspects of daily life particularly the adolescents (Griffiths, 2012). Social media addiction is associated with a host of emotional, relational, health, and performance problems which is currently pronounced among both old and young.

Therefore, the way at which the use of social media is rapidly growing, its harmful effects particularly to adolescents is amazing, despite the social media's remarkable potential development and the great extent of its benefits there are still unfortunate and unpleasant happening when it comes to application. In a clearer term, there was an error in the handling of social media. The case of Tope, a 13-years old adolescent has challenged me as reported by Abdulmalik (2019) in Nigerian Tribune October 17th and 24th 2019. These acts expose the high rate of social media usage by adolescents becoming more increasingly and uncontrollably addicted. To this end, the paper aims to explore what public libraries can do differently to reduce or alleviate this menace of social media addiction especially on the adolescents, as well as their remedies to social media addiction.

Review of Related Literature

Concept of Social Media

Human beings have fundamental needs to belong and to relate, for which interpersonal communication is key (Wang, 2013). Social media is in vogue in this age of communication especially among adolescents, being the general name given to every form of social interaction wherein social networks is a subset of it. Burke (2013) noted that social media is the media (content) that one uploads whether that is a blog, video, slideshow, podcast, newsletter, or an e-book. Dewing (2012) indicates that social media refers to the wide range of internet-based and mobile services that allow users to participate in online exchanges, contribute, users-created content or join online communication, therefore social media is considered as a one-to-many communication method. Boyd and Ellison (2008) social media is a platform that creates a profile, which makes an explicit and transverse relationship.

According to Oxford Advanced Learners' Dictionary (2001) media is defined as "the main ways that large numbers of people received information entertainment that is television, radio, and newspapers. The kinds of internet services commonly associated with social media include blogs, wikis, social bookmarking, social networking sites, status updates, virtual world content, and media sharing site. It is slightly different between social

media and social networks, but most times; most people use them interchangeably which is not correct usage (Ajeigbe, 2016). The ability to interact meaningfully with others in a community may be described as being "sociable ", but communities may be physically present or an online (virtual) community (Abdulmalik, 2019).

According to Cohn (2011) indicated that social media and social networking have been instrumental in many major events around the world, it is fair to say that social networking is a sub-category of social media many people think that social media and social networking are the same and therefore it can be used interchangeably. Social media is the use of web-based and mobile technologies to turn communication into an interactive dialogue and that social networking on the other hand, is a social structure with people who are joined by a common interest. However, there are some types of the social network site (SNS) that are commonly in use in Nigeria they are highlighted and briefly discussed below: *Facebook, Twitter, Google plus, 2go, WhatsApp, Niraland, BBM* and *Badoo*, a few among these discussed below:

Facebook

Facebook was launched in 2004 as Harvard-only exercise and remained a campus oriented site for two full years before it finally opened to the general public in 2006, even by that time; *Facebook* was considered big business (Digital Trends Staff, 2004). *Facebook* is a social networking site where users interact through a constantly evolving set of networks based on a college or University, friendship, interest groups favorite movies, and other criteria. Facebook famous among these changes is that anyone can now join, users no longer need to be affiliated as a student alumnus, faculty, or staff within an institution of higher education. Facebook networks formerly centered on colleges and Universities, the site now offers networks based on locations (cities and towns) workplace, high schools, colleges, or University.

However, *Facebook* users have far more power to create and share online identities to use the site to locate and interact with users (Educause Learning Initiative, 2007). Today Facebook has become a favorite destination for people business and organization to connect and share information because of its easy-to-use interface and interactive features. It is the most multimedia friendly of the big three networks as members can post, texts, pictures, audio and video inclusive bring communities of people together, free popular with all ages, keep up with people one care about, it allows others to keep up with one through one's ports of text, photo and links, link to articles chart with other Facebook members, invites' peoples to events (Starks, 2011).

Twitter

Twitter is a widely used free social networking tool that allows adolescents to share information, in a real-time news feed Mistry (2011), through posting brief comments about their experiences and thoughts. Bristol et al (2010) Public messages sent and received via Twitter - or 'tweets' - are limited to no more than 140 characters and can include links to blogs, web pages, images, videos, and all other materials online. Despite the brevity imposed by this media tool, Twitter use is extensively used in a wide variety of circumstances and, according to Mollett et al (2011) 'thousands of academics and researchers at all levels of experience across all disciplines already use *Twitter* daily'.

After setting up a twitter account (www.twitter.com), users establish a profile and a Twitter 'name' - for instance, @OTprofile - and it can then send and receive tweets, accessed through any computer or mobile networked device. Once a tweet is sent, it appears in the user's Twitter 'feed' and in the feed of anyone who is following them. Kingston (2011) indicated that twitter is a unique conversation tool that allows you to send and received short messages (called tweets) within your twitter community. The twitter website says you tweet to answer the question is "what one is thinking about"? Twitter goals impact everything one does on a tweet they determine one's account settings and whom one decides to follow. After the user has twitter for a while on may develop a greater understanding of what is possible.

2go

2go is another chart application that enables friends and loves ones to stay connected with each other, with 2go chat messages one can share and meet different people from almost all countries.2go chat is the mobile version of Facebook, which makes everything much easier because everything is done with a mobile phone.2go chat mobile massager is a mobile application that is used for charting and connecting with friends and family. With the 2go chart, one can get the feel of staying connected and meeting new friends online, one can even share one's thoughts, pictures files, and software with one friend through 2go chart mobile messengers (Ofodu & Falasinun, 2014).

WhatsApp

WhatsApp is a cross-platform instant messaging application for smartphones. It enables users to send and received location information, images, video, and text messages in real-time to individuals and groups of friends at no cost. At present WhatsApp handles over 10billion messages per-day (Oliveira, 2003). WhatsApp is a messaging application that anyone can download to his smartphones and use to easily send messages to other people's mobile phones. The beautiful thing with the application is that it is available for most types of modern smartphones including iPhones, blackberries, windows phones devices, android phones, and Microsoft Nokia. Unlike traditional text messages sent using SMS, WhatsApp uses phone data connection so one does not have to pay for the individual messages one sends (Hedlund, 2013).

Social Media Addiction

Social media addiction is a new term that refers to the uncontrollable use of social media that results in excessive time consumption, as well as problems with social interactions and fulfillment or normal role expectations at school, family, or at work (Abdulmalik, 2019). Leslie (2019) examined social networking addiction as a phrase sometimes used to refer to someone spending too much time using Facebook Twitter, Instagram, and other forms of social media so much that it interferes with other aspects of daily life. There is no official medical recognition of social networking addiction as a disease or disorder. Still, the cluster of behaviors associated with heavy or excessive use of social media has become the subject of much discussion and research. Consequently, Addiction usually refers to compulsive behavior that leads to negative effects.

In most cases, people feel compelled to do certain activities so often that they become a harmful habit, which then interferes with other important activities such as work

or school trace to adolescents. Social networking addicts could be considered someone with a compulsion to use social media to excess constantly checking status on *Facebook* updates or "stalking" people's profiles on *Facebook*. But it's hard to tell when fondness for an activity becomes a dependency and crosses the line into a damaging habit or addiction. Does spending three hours a day on Twitter reading random tweets from strangers mean you're addicted to *Twitter*? How about five hours? You could argue you were just reading headline news or needed to stay current in your field for work.

To buttress this, researchers at Chicago University concluded that social media addiction can be stronger than addiction to cigarettes and booze following an experiment in which they recorded the cravings of several hundred people for several weeks. Media cravings ranked ahead of cravings for cigarettes and alcohol. Consider this picture below with five adolescents sitting together but their mind is far, it depicts the level of addiction to social media.

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Source: https://www.shutterstock.com/image-vector/boy-girl-playing-smart-phone-character-587655614, 2020

In other words, social media addiction is a term that is often used to refer to someone who spends too much time on social media like Facebook and Twitter or other forms of social media, which incredibly affects their thinking, reactions, expressions behaviors, and even their psychomotor domain is in trouble through these devices of social media addiction that is the case of the picture illustrated above.

Some people claimed that they spend time on social media to read the news and to find entertainment; they are not addicted to it. So how can we tell if someone is an addict? At Harvard University, researchers have performed MRI Scan that is (Magnetic Resonance Imaging is a test that uses powerful magnets, radio waves, and a computer to make detailed pictures inside your body), essentially on people's brains to see what happened when they talk about themselves, which is an essential part of what most people do in social media. The result showed that self-disclosure communication creates pleasure in the brain; it makes people happy and high when they talk and think about themselves. Nevertheless, there is no direct conclusion to determining if someone is a social media addict, but significantly, many physicians have observed similar symptoms such as depression, anxiety, psychological disorders, and more are the proofs of social

media   addiction   particularly   in   adolescents.

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Sources:https://www.shutterstock.com/image-vector/millennial-couple-sitting-on-coffee-using-671362471, 2020

Here is a couple sitting together taken coffee thinking they are discussing with one another but two of them are busy with phones and social media and networks to communicate with friends who are far away.

Hou, Xiong, Jiang, Song, and Wang (2019) stressed that social media addiction can be viewed as one form of Internet addiction, where individuals exhibit a compulsion to use social media to excess Individuals with social media addiction are often overly concerned about social media and are driven by an uncontrollable urge to log on to and use social media (Andreassen & Pallesen, 2014). Studies have shown that the symptoms of social media addiction can be manifested in mood, cognition, physical and emotional reactions, and interpersonal and psychological problems (Balakrishnan & Shamim, 2013). It has been reported that social media addiction affects approximately 12% of users across social networking sites (Alabi, 2012). Many studies on social media usage and mental health have shown that the prolonged use of social media such as Facebook is positively associated with mental health problems such as stress, anxiety, and depression and negatively associated with long-term well-being (Eraslan-Capan, 2015). For example, the time spent on social media was positively related to depressive symptoms among high school students in Central Serbia Pantic et al., (2012) and among young adults in the United States (Lin et al, 2016).

Furthermore, certain categories of social media users are associated with reduced academic performance among adolescents. For example, Lau (2017) found whereas using social media for academic purposes did not predict academic performance indexed by the cumulative grade point average, using social media for non-academic purposes

(video gaming in particular) and social media multitasking negatively predicted academic performance. A large sample (N = 1893) survey conducted in the United States also found that the time students spent on Facebook were negatively associated with their total GPAs (Junco, 2012). Laboratory experiments have provided further evidence for the negative relationship between social media use and academic outcomes. For example, Wood & et al (2012) found that multi-tasking via texting, e-mail, MSN, and Facebook had negative effects on real-time learning performance.

Jiang, Hou, and Wang (2016) found that the use of Weibo, the Chinese equivalent of Twitter, had negative effects on information comprehension. Importantly, frequent social media usage does not necessarily indicate social media addiction (Griffiths, 2010) and therefore does not always have negative implications for individuals' mental health. A key distinction between normal over engagement in social media that may be occasionally experienced by many and social media addiction is that the latter is associated with unfavorable consequences when online social networking becomes uncontrollable and compulsive Andreassen, (2015). Studies investigating social media addiction have mainly focused on Facebook addiction. It has been shown that addiction to Facebook is positively associated with depression, anxiety, and insomnia.

Concept of Adolescent
Conger (1977) defined adolescence as a period of rapid change-physical, physiological, psychological, and social. If we are to begin to understand the nature of these changes and their relations to each other and prior and subsequent development in the life of the individual, it is necessary to set forth briefly some basic principles and concepts of development that relate not only to adolescence but to the entire life span. According to Eni-Olorunda (2013), the word adolescence is of Latin origin, derived from the verb _adolescere_, meaning "to grow into adulthood". The adolescent stage, therefore, is a transition period biologically, psychologically, socially, and economically from childhood to adulthood (Steinberg, 1996). This is a period every child looks forward to in that he has a feeling of attainment of adulthood which grants him the privilege of being free to do everything an adult does in the society such as getting married, working to earn a living, and also a right to vote.

According to Moronkola and Aremu (2004), adolescence is a period of rapid physical and emotional change, characterized by stresses and tensions as the child strives to establish an individual identity on the journey from dependence to independence and adulthood. It is a period in which the growing child experiences considerable acceleration in growth. It is also a stage in human development in which children experience transformation in their physique, emotion, cognitive, and social interaction. Adolescence is a trying period associated with psychosocial stress and storms. A critical period of life in which an adolescent is not taken as an adult, neither does he/she take self as a child. This, therefore, creates a social-psychological gulf in the life of an adolescent.

Fayombo (2004) refers to this as being cut in between two worlds. This calls for the question of the actual age range of adolescence period. Psychologists and other scholars with bias in adolescence seem not to have had a consensus on the age range of adolescence period. These variations in the age range of adolescence could be as a result of the environment, cultural background, socio-economic status of the parents, and

the physiological components of the adolescent. While the onset of adolescence begins at age 12 and ends at age 17 in some adolescents, it could start as late as age 14 or 15 and end at age 18 or 19 in some. In some societies, adolescence as a life span starts as early as age 11. Feldman (2000) remarked that it is common for a girl to begin to menstruate from age 8 or 9 then to the last 16 pages.

According to Feldman (2000), the age at which puberty begins has important implications for the adolescents' feelings especially, about themselves as well as how others treat them. This is one of the challenges confronting adolescents, Leigh (2004) noted that from childhood to puberty, there is not much difference in the growth pattern of a boy and a girl; both develop physically and mentally but from teen-age i.e. from age thirteen to nineteen (13-19), both of them develop to adulthood.

Public Libraries Roles

A library is an agency, which engages in the collection. Processing, preservation, and dissemination of recorded information in the various formats most convenient to its target users, the library is a hub where all kinds of information flow from point of purchase to the point of use by clienteles, the library is organized collections that that process to meet the information needs of users. Olayinka (2010) opined that public libraries are generally accepted as public goods. They are universities of the people since it gives access to every intending member of the public. Librarians' Glossary Dictionary (1977) defined a public library as a library established by local, state, or central government for the use of the general public. There are, however, some individuals or organizations that establish a library that offers services to the public free of charge, and such libraries also provide educational, social, and political information to people in a particular community.

Sasi (2016) public library is a welfare center which provides useful services to the community by fostering education, promoting culture, providing scope for healthy recreation, and disseminates information to all section of the society. The public library is a conventional university of populace meaning that it meant for both learned and unlearned. Public Library is a learning center where people can take part in learning activities, discuss and share knowledge and information. The main function of the public Library in Nigeria is the provision of information contained in books, newspapers, magazines, journals, and audio-visual to users according to their needs. They also provide an avenue for recreation and relaxation. Public Libraries in developed countries perform the same functions but with some additional which include postal services for citizens living in remote farmhouses, establishment and provision of library and information services to potential users such as Prisoners, Hospital Patients, and the handicapped. Public Library "Must be accessible and its door open for free and equal use by all members of the community regardless of race, color, nationality, age, sex, religion, status, or education.

If these beautiful definitions of public library open to all generality of people, adolescents are not exempted either for a public library to care for. To realize the statutory roles of public libraries which mandatorily involve the acquisition, collection, organization, and dissemination of information available in the form of printed and non-printed materials for effective use? Patrons of public libraries are very many as they cut across all walks of life and also embrace illiterates, pensioners, children, adolescents, adults, farmers,

physically challenged people, etc. The public library is therefore the main arena through which the overall information resources in various areas of knowledge are made freely available to all members of the society irrespective of age, sex, religion, cultural background, and educational standard as well as political and social inclination.

Remedies to Alleviate Social Media Addiction of Adolescents by Public Libraries

Since the basic objective of a public library is to provide useful information to the general public regardless of age, education, sex, culture, religion, and ethnicity to satisfy their information, education, and recreational needs. Since adolescents are part of that generality that public library is responsible to cater for, therefore the paper explores the roles as a remedy to reduced social media addiction, the paper noted and agreed with Sasi (2016) that public libraries through performing its statutory functions can reduce social media addiction in adolescents by taken proactive steps through the listed cautions: Reading culture, Center for cultures, Center for information, Center for education and Research role of the public library.

Reading Culture: One of the sole responsibilities of the public library is to promote reading culture /reading habit of the populace, therefore reading culture of adolescents should be encouraged how public library would do that, by ensuring that good books are available and accessible to the adolescents which can teach them lessons that are remarkable, essentially on side of harmful effect of social media addiction. Saliu (1993) indicated that public libraries have been designed to hold the reading interest of the readers. This is done through a special exhibition of materials that serve as reading resources both print and electronic. The public library also serves as an avenue for in-house storytelling hours and other extension services such as the establishment of book clubs, book services, organized debates, symposia, drama, and poetry. Public libraries are also established to improve literacy and enhance the effective utilization of leisure by children and adults in the community, society, and the nation at large.

Centre for Cultures: Culture is a way of life, Public library being a part of a center of education and information, is required to serve as a center to promote culture. The public library should acquire all kinds of information materials depicting this excellence and beautiful in prose, poetry, drama, music, painting, dance and sculpture, in doing this by a public library, the understanding of adolescents perhaps changes to use of social media before it will lead to addiction, the right way to live through drama, music and even storytelling can go a long way saving their addiction to social media addiction.

Centre for Information: All human being needs information, either individual or collective, and it is information transfer and information revolution through which culture enhance, Public Libraries are the local gateway to knowledge and it should provide information suiting needs of individual and groups. Lack of Information and lack of free flow of information from the knowing to the unknown are impending this effort public. Therefore, public libraries should provide information on social media addiction to adolescents that they need to know through valid information that can help to depicts the pros and cons of social media addiction in a language that can be understood easily.

Centre for Education: Education is a critical fact, its determining the pace and direction to development. It can play a vital role to educate citizens by providing access to their collection in different formats and various services and to supplements formal education and support the informal education and continuing self-education. In an emerging country like Nigeria, the public library is an education center which is a very important and essential commodity for all peoples, and adolescent's inclusive public library should take a holistic approach to educate adolescents on the appropriate use of social media.

Research Role of Public Library: Research is seen as a diligent and careful inquiry or investigation, systematic study of phenomena, and a scientific investigation (Cassel, 1994). The public library facilitates scientific studies, teaching, and the self-learning process. It also acts as a repository of knowledge and thereby stores and disseminates materials of research values in the modern society, through the research roles of public library can publicize on TVs/Radio to create awareness on inappropriate use of social media, the outcomes of research should be able to add knowledge to adolescents and proffer solution to repentance, giggles on radio, newspaper communicate well to the group concern i.e. adolescents. However, adolescents should not have unlimited access to their phones to the extent that their work and other duties will suffer.

Conclusion and Recommendations

The paper revealed negative part of social media addiction by adolescents, the fact remains that information communication cannot be overemphasized and its usefulness cannot be denied. It acknowledged and established that social media addiction by adolescent growing rapidly and cursing a lot of harms to adolescents such as pornography, cyberbullying, inappropriate dress, sexual harassment, even most times these harmful effects leads to death by using social media. The paper further emphasized that social media can be a great way to connect with people, adolescents and all other users should take cognizance that social media platforms should not take away precious time in their life. Adolescents should not be allowed to use the phone throughout the 24hours of the day, even if they do the activities and usage should be checkmate and of course they should be educated on appropriate used of social media.

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LIBRARY INFORMATION LITERACY PROGRAMMES AND LIBRARY USE BY THE POLYTECHNIC OF IBADAN STUDENTS

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ABSTRACT

Information Literacy (IL), as a concept, has its roots in the materialization of the information society. The importance of library information literacy programmes and library use by polytechnic students cannot be overemphasized. Education is being threatened by the poor performance of students in both public and private examinations which is making it difficult for students to achieve their aim in tertiary institutions. Hence, this study focus on the information literacy programmes and library use among the Polytechnic of Ibadan students. Cross-sectional survey style was adopted for this study. The study population consisted of 4382 HND students, using a sampling fraction of 10% which is 438 of the population of each faculty in the South Campus of the Polytechnic Ibadan, namely; Engineering, Science, Environmental Studies, Financial Management Science and Business and Communication Science. Questionnaire was used as the instrument for data collection. The data were analyzed using descriptive statistics of frequency and percentages. Results show that information literacy programmes and library use among the students is somehow moderate as majority of the students claimed orientation programme was made available for them. Majority (78.5%) of the students attested that library conduct regular user education for them, (38.9%) also confirmed that use of library is being taught as a course in their school. It was however found that one-third (31.3%) of the students agreed that the Internet provides everything they would need the library for, which is considered as a factor that affects the usage of the library. The study therefore, concluded that library information literacy programmes and library usage affect the use of library by the students both positively and negatively. The positive aspect is

that it promotes the use of library and improves their academic performance while the negative aspect was that the students prefer the use of Internet than visiting the library. Therefore, the library should then intensify its orientation programmes since the Internet does not offer everything.

Introduction

Information Literacy (IL), as a concept, has its roots in the materialization of the information society. According to Lawal-Solarin (2016), the concept in itself was the consequence of quick growth in the accessibility of information globally through expansions in information and communication technology. We are today in the age of information society and students are expected to have the knowledge of use of the library and available tools in accessing and retrieving required information for their learning and study activities. As information as become a very vital commodity for survival and relevance in the information age. The author further noted that reports from developing countries often indicate that school enrolment keeps dropping, sometimes at a disturbing level. Leo (2016) opines that mass illiteracy has been one of the factors militating against the achievement of societal needs and the desire for rapid socio-economic and political development of any nation. Benard and Dulle (2014) however reports that various researches have shown that a strong library programme can lead to higher student achievement. To achieve universal education without school or public libraries being involved would be very difficult.

For polytechnics in Nigeria, being information literate is very necessary so that the students would be able to sieve through and identify relevant and reliable information they get from the Internet, newspapers, television and even friends for their school work (Benard & Dulle 2014). With the increasing trend of information digitization and the manner information and communication technologies (ICTs) are being used in our daily lives, information literacy becomes increasingly necessary, also is the capability to equip the students with the required skills to navigate in the endless offer of information to meet their information needs in school (Itunu, 2015).

Academic libraries serve primary and secondary school students by providing materials to meet their various needs and serve to encourage reading and the use of library. Academic libraries help children to discover for themselves, by independent study and learning, how to ask questions, when the need ascends. This is realized through the services of information literacy, Librarians who are responsible for instilling information literacy skills in students through the delivery of information literacy instructions. According to Onyeneke and Obichecre (2018), the purposes of the school library include: to support the teaching and education work of the school and to develop a reading habit among young people both for pleasure and for the purpose of gathering information for themselves. This can be very actual if the school management educates the parents on the need to continue to teach their children at home about the significance of developing a good reading habit and employing professional teachers who are already fervent readers and are willing to impact that trait into the children (Battraw, 2012).

Arua and Chinaka (2011) stated that library information resources 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. This variety of library information resources is vital to facilitate the academic library fulfill its functions among

which are: to thoroughly provide information resources necessary for the school's educational programs and to help in improving and raising the reading skills and learning habits of students.

The Federal Government of Nigeria acknowledges the importance of academic libraries when it states in its National Policy on Education (1981) that "libraries are one of the most important education services. Every State Ministry of Education needs to provide funds for the establishment of libraries in all educational institutions and to train librarians and library assistants for this service". As enunciated by Moruf (2015), the main purposes of an academic library borders around encouragement of reading habits in the learner while developing the pupils' ability to learn from books without the supervision of teachers as well as complement the training of social skills in the students.

There have been numerous attempts to define IL by librarians and library organizations worldwide. According to UNESCO, Information Literacy encompasses knowledge of one's information concerns and needs, and the ability to identify, locate, evaluate, organize and effectively create, use and communicate information to address issues or problems at hand; it is a prerequisite for participating effectively in the Information Society, and is part of the basic human right of lifelong learning. Anyaoku, Ezeani and Osuigwe (2015), defined IL as "the ability to access, evaluate, organize, and use information in order to learn, problem-solve, make decisions in formal and informal learning contexts, at work, at home and in educational settings." Dubicki (2013) however presented a more detailed explanation of IL to include library research skills and IT literacy. He further explained that the definition goes beyond finding and presenting information, but it is about higher order analysis, synthesis, critical thinking and problem solving. It involves seeking and using information for independent and lifelong learning, participative citizenship and social responsibility.

Literacy programs are those programmes that are being carried out in other for students to have survival skills or to be knowledgeable about the library, this concept also includes skills required to critically, evaluate information content and understanding of the technological infrastructure on which information transmission is based, including its social, political and cultural contexts and impacts (Anyaoku et. al 2015). A library can market itself using information literacy program, by engaging in some activities that would promote it. These activities include library tour, publicity, and user orientation and user education (Dubicki, 2013). Library tour is a guided work through the library facility usually conducted by a librarian or library assistant to orientate new users to the location of services and resources. With this the library is able to show its usefulness and resourcefulness to the students (Ochogwu 2009). Library publicity is the act of publicly distributing information in a variety of forms (announcements, advertisement, prose release, fliers, and posters) with the intention of making the library services widely known (Jato et. al, 2014).

Statement of the Problem

Tertiary education is being threatened by students' poor academic performance in public examinations; scholars attested to this and affirmed that the poor performance of the students in examinations hampers the realization of the aims of tertiary school education in Nigeria. Poor performance in the public examinations may be associated

with students' failure to use the school library and its resources and inability to access good information. While scholars have established that that the low usage of school library is caused by the few numbers of library literacy programmes churned out by the schools, this situation is not right in the sense that if students do not have access to good information, it would affect their ability to make informed decisions, which will also affect the wellbeing of the nation as polytechnic education is central to its development. This study therefore aimed to find out if the Ibadan Polytechnic has any kind of library literacy programmes for the students and to examine the patterns and motivations of library usage among its students as well as identify the underlying factors that affect such patterns and motivations.

Research Questions

  i. What are the types of library literacy information programs that are offered to students of the Polytechnic, Ibadan?
  ii. What are the factors that affect the usage of the library by students of the Polytechnic, Ibadan?
  iii. What is the level of library usage among students of the Polytechnic, Ibadan?
  iv. What are the purpose of usage of the library resources?
  v. What is the frequency of use of the library by the students?
  vi. How satisfied are the students with the usage of the library resources?
  vii. What are the effects of library information literacy programmes on library resources usage?

 Review of Related Literature

Librarians and other academics in the educational institutions of various countries have introduced IL programmes that are intended to impart the needed IL skills that would enable students to become effective and efficient information users. However, in many African countries (especially Nigeria), IL interventions have not yet been seriously considered or implemented (Lwehabura & Stilwell, 2008). Dubicki (2013) presented a more detailed explanation of IL to include library research skills and IT literacy. He further explained that the definition goes beyond finding and presenting information, but it is about higher order analysis, synthesis, critical thinking and problem solving. It involves seeking and using information for independent and lifelong learning, participative citizenship and social responsibility. A library can market itself using IL program, by engaging in some activities that would promote it. These activities include library tour, publicity, and user orientation and user education (Dubicki, 2013).

He asserted that there is a widespread recognition that public library needs to tackle the issue of non-use of public library services. also found out that use of public library for children at the secondary school declines as other activities begin to take up their time but, young adults (15-19 years old) in full time education use public library services more. Although they may not borrow books, they use the facilities to study and to access resources not available in their school libraries. "19-15" years old do not use public library services heavily and their use tends to be borne from necessity rather than pleasures, it's difficult to generalize about library use of "mature adults" in 35–60 years

range as use in often dependent upon their circumstances. Finally, "elderly people" use public library primarily for pleasure and are heavy users of local community libraries.

Writing on IL in four Tanzanian universities, Lwehabura and Stilwell (2008) revealed that IL is still new in University Curricula. They identified challenges hindering the effectiveness of IL practice, such as: lack of adequate resources; lack of an IL policy; lack of proactive solutions among librarians; the need for adequate library staffing and training; and collaboration between librarians and teaching staff in IL activities. Lack of adequate facilities was another common barrier mentioned by majority of the respondents. One respondent wrote: Many a time the computers in the library may not be available and accessible to students for practical exercises. Constant power supply is never possible. Presently, our library computers are infected by virus and they are packed out of sight. Lack of access may be non-availability, non-affordability, or lack of constant or stable power supply. This reinforced the earlier findings of Issa, Amusan, and Daura (2009) that the University of Ilorin library in Nigeria also has limited computers with Internet facilities for the users and recommended that the university library should urgently develop its e-library project by procuring all necessary facilities and also open the planned Internet cafe´ for students to access the e-library and make effective use of its resources.

In Nigeria as observed by Emerole and Ogugua (2007) in their library use study, revealed that there is low patronage of library services as many users have not fully realized the potentials of the library in a technology oriented university in this information revolution age. In a similar study, Idiodi and Igbinosa (2003) also revealed that library patronage was low because only 20% of the readers use the library the way the library is expected to be used. About 5.36% of the readers do not use the resources of the library at all. These findings corroborate those of, Abdulsalami (2008), and Amkpa and Imam (2011) reported in their studies low use of university and public libraries in Nigeria.

Previous research showed that scholars have reported on the use of information resources in academic libraries. Bhatti et al. (2013) carried out a study on students of Department of Library and Information Science of Islamic University of Bahawalpur on Pervasiveness and purpose of library usage. The findings show that students make more use of books compared to theses, journals, project reports and other information resources. Undergraduate students are expected, as a follow up to class instructions, to make use of the needed information for class work, assignments, term papers, seminars and project work (Quadri 2013).

Tella, Owolabi and Attama (2009) examined the use of library by students at Akanu Ibiam Federal Polytechnic, Unwana, Nigeria. The result revealed that from 1,000 students surveyed, majority of the respondents said they visits the library to read, to borrow books or to make photocopies and also claimed to be satisfied with the library collections and services except with that of electronic resources. On how often the students visit the library, more than half (54.70%) of students reported that they come to library once a day. Bhatti, Batool and Malik (2013) in their earlier studied, noted that students frequently used library for class assignments, reading library books, examinations preparation, borrowing library books, consult reference materials and for photocopy of documents, among others. This result, according to the researchers confirmed the fact that students depends on library for their learning and education. Interestingly, the major developments in libraries and information services was the introduction and spread of electronic information

sources (EIS), which has giving the information seekers various avenues in accessing information resources in different format (Kadli & Kumbar, 2013).

As a result, the position of academic libraries has begun to wane and many scholars like Kelley and Orr (2003 quoted in Momoh, 2013) have raised several questions such as; has the library become a dinosaur? Do users need a physical library since almost everything can be accessed electronically? Are students still using libraries the way they are supposed to use them? How many students actually still use the library and why? This was corroborated in an earlier studies conducted by Abosede and Ibikunle (2011) at Lagos State Polytechnic, Nigeria, using students of Agriculture as the respondents. It was revealed that students use of library increases the students' level of study while the rate of library use decrease as electronic resources and Internet are available.

In locating information materials available in library, Bhatti et al. (2013) reported that students of Department of Library and Information Science of Islamia University of Bahawalpur, frequently use shelves to locate information materials needed. A study conducted by Lee, Paik and Joo (2012) revealed on information resources selection of undergraduate students of Yonsei University in Seoul, Korea, where 233 participants was used. The findings show that interactions with human resources such as professors, subject experts or colleagues may bring about better choices of information needed by providing advice, feedback, comparison or build better information search strategies. In the area of obstacles faced while using library, poor supply of electricity was attributed to be the major problem according to Bhatti et al. (2013).

Abubakar (2011) stated that the lack of proper funding of library was the leading problem in his studied as also noted by Ezeala and Yusuff (2011) from their research carried out on agricultural research institute libraries in Nigeria that inability of libraries to provide effective services was having a result of gross under-funding of the libraries by the parent institutions. Had the libraries been well provided for, the users would have been more satisfied. In a similar study, lack of relevant books and breakdown of Internet facilities were claimed to be the major challenges as discovered by Onuoha and Subair (2013). In encouraging the use of the library, their study further suggested that library should endeavour to provide relevant books which are up-to-date to attract and retains its clients, while Oyedun et al. (2014) said that there is need to ensure conducive environment whereby the physical facilities, ventilation and noise control will be in place to ensure proper reading and understanding in library.

Methodology

This study adopted the quantitative survey research design by making use of structured questionnaire to cover socio-economic, socio-demographic and educational background of the respondents. A self-developed questionnaire, which contains close ended and open ended questions was used to collect data from the respondents. The study population is made up 4382 of HND students of the Polytechnic, Ibadan, while the sample size of 10% is selected for the study. Population and sample size is presented in Table 1.

Table 1: Study Sample

Faculty	Population	Sample size
Engineering	292	29.1
Science	412	41.2
Environmental Studies	952	95.2
Financial Management Science	1115	111.5
Business and Communication Science	1611	161.1
Total	**4382**	**438**

The research instrument used in this study a structured questionnaire. The questionnaire is made up of eight sections: A to G, based on the research questions of the study. A total number of 300 copies of the questionnaire were administered by the researcher to the respondents in their selected schools in the polytechnic. The copies of the completed questionnaire were retrieved from the respondents by the researcher. The questionnaire data were analysed using frequency counts and percentages, means and standard deviation.

Results

A total of three hundred (300) copies of the questionnaire were administered to the students. Two hundred and eighty-eight (288) copies of the questionnaire were returned and found usable for analysis, giving a return rate of 96.0%.

The demographic data of the respondents is presented in Table 2.

Table 2: Respondents' Distribution by Demographic Information

S/N		Demographic Information	Frequency	Percentage
		16-20 years	222	77.1
1	Age of Respondents	21-25 years	59	20.5
		Missing Value	7	2.4
		Total	**288**	**100.0**
		Male	201	69.8
2	Gender	Female	87	30.2
		Total	**288**	**100.0**
		HND 1	144	50.0
3	Level of Respondents	HND 2	144	50.0
		Total	**288**	**100.0**
		North Campus	258	89.6
4	Campus	South Campus	30	10.4
		Total	**288**	**100.0**

Table 2 reveals the demographic information of the respondents. It was revealed that majority of the respondents 222 (77.1%) were within the age of 16-20 years, while the least respondents 59 (20.5%) were within the age of 21-25 years. On the gender of the respondents, majority of the respondents 201 (69.8%) were Male, while 87 (30.2%) were Female. In relation to the Level of respondents, the respondents 144 (50.0%) were from HND 1 and HND 2 respectively. Majority of the respondents 258 (89.6%) were from the North Campus of the Institution; while others 30 (10.4%) were from the South Campus of the Institution.

Answers to the Research Questions

This section provides answers to the research questions that guided the study.

Research question 1: What are the types of Library Information Literacy Programmes that are offered to students in the Polytechnic of Ibadan?

Table 3: Respondents' Distribution by Library IL Programmes offered

S/N	Statement	SA	A	D	SD	Mean $\overline{x}$	STD
1	My library organizes and implement orientation programmes offered to the students in the poly of Ibadan	237 82.3%	42 14.6%	0	9 3.1%	3.76	0.609
2	My library conduct regular user education programmes	226 78.5%	53 18.4%	9 3.1%	0	3.75	0.499
3	I have participated in the tour the library organized by the main Library to sensitize students	170 59.0%	111 38.5%	0	7 2.4%	3.54	0.629
4	Use of library is being taught as a course in my school	112 38.9%	150 52.1%	17 5.9%	9 3.1%	3.27	0.709
5	The library has referred me to another library when I cannot locate the resources need in the library	142 49.3%	104 36.1%	9 3.1%	33 11.5%	3.23	0.965
6	My library provides library bulletin regular interval	80 27.8%	191 66.3%	17 5.9%	0	3.22	0.538
7	The library offers good and qualitative reference services on adequate use of the library.	120 41.7%	124 43.1%	18 6.3%	26 9.0%	3.17	0.902
8	I use the Internet services provided by the library when seeking for information	86 29.9%	160 55.6%	18 6.3%	24 8.3%	3.07	0.832
9	My library conducts regular training programmes on literature search and citation analysis	74 25.7%	172 59.7%	18 6.3%	24 8.3%	3.03	0.809
10	The library usually and regularly inform me when there are new arrivals (journals, books, electronics resources	84 29.2%	136 47.2%	17 5.9%	51 17.7%	2.88	1.024

Table 3 presents the distribution for the Library Information Literacy Programmes (LILPs) offered to the respondents. The scale used in measuring was; Strongly Agree, Agree, Disagree and Strongly Disagree. The results were then ranked using the mean score. The finding revealed that majority of the respondents ($\overline{x}$ = 3.76) agreed that their library organizes and implement orientation programmes offered to the students in poly Ibadan. Also, most respondents ($\overline{x}$ = 3.75) agreed that their library conduct regular user education programmes. Furthermore, majority of the respondents ($\overline{x}$ = 3.54) agreed that they have participated in the tour organised by their library to sensitize students. The least majority of the respondents ($\overline{x}$ = 2.88) also agreed that the library usually and regularly inform them when there is new arrivals (journals, books and electronic resources). Based on the findings, it can be inferred that the LILPs offered to students in Polytechnic of Ibadan include orientation programmes, user education programmes, library tour and sensitization, teaching on Library Use, referral services, and current awareness programmes.

Research question 2: What are the factors that affect the usage of library in the polytechnic of Ibadan?

Table 4: Distribution of the Respondents according to Factors Affecting Usage

S/N	Statement	SA	A	D	SD	Mean $\bar{x}$	STD
1	The Internet offers everything I would need the library for	90 31.3%	189 65.6%	9 3.1%	0	3.28	0.515
2	The library books are outdated	103 35.8%	103 35.8%	75 26.0%	7 2.4%	3.05	0.846
3	Long distance from my lecture area is one the factors responsible for not visiting the library often	42 14.6%	166 57.6%	62 21.5%	18 6.3%	2.81	0.758
4	The library staff behave poorly when using the library	27 9.4%	148 51.4%	86 29.9%	27 9.4%	2.61	0.785
5	I am too busy to use the library	30 10.4%	77 26.7%	181 62.8%	0	2.48	0.678
6	Inadequate knowledge of how the library is organized affects my use of library	12 4.3%	88 31.3%	181 64.4%	0	2.40	0.571
7	Poor Library facilities are responsible for not using the library	24 8.3%	50 17.4%	207 71.9%	7 2.4%	2.32	0.658
8	Library environment is not conducive	25 8.7%	21 7.3%	216 75.0%	26 9.0%	2.16	0.698
9	Lack of qualified librarians	15 5.2%	32 11.1%	215 74.7%	26 9.0%	2.13	0.629
10	Inadequate spacing of the library	13 4.5%	35 12.2%	198 68.8%	42 14.6%	2.07	0.667

Table 4 shows the distribution of the factors that affects the usage of library at the Polytechnic, Ibadan. The scale used in measuring was; Strongly Agree, Agree, Disagree and Strongly Disagree. The results were then ranked using the mean score. The findings revealed that majority of the respondents ($\bar{x}$ = 3.28) agreed that the Internet offers everything they would need the library for. Also, majority of the respondents ($\bar{x}$ = 3.05) agreed that the library books are outdated. Furthermore, majority of the respondents ($\bar{x}$ = 2.81) agreed that long distance from heir lecture area is one of the factors responsible for not visiting the library often. However, majority of the respondents ($\bar{x}$ = 2.07) disagreed to inadequate spacing of library. Also, majority ($\bar{x}$ = 2.13) disagreed to lack of qualified librarians. In addition, majority of the respondents ($\bar{x}$ = 2.16) disagreed to the assertion that Library environment is not conducive. Based on the findings, it can be inferred that the factors affecting the usage of library at the Polytechnic, Ibadan include; ability for the Internet to offer them whatever they need, outdated library books, distance of the library from lecture area and the attitude of the library staff to students while using the library.

Research question 3: What is the level of library usage amongst students of the Polytechnic of Ibadan?

Table 5: Distribution of Level of Library Usage among the Respondents

S/N	Statement	Daily	Thrice a week	Once a week	When necessary	Mean $\overline{x}$	STD
1	How often do you visit the library	0	8 3.0%	82 30.5%	179 66.5%	1.36	0.541
2	How often do you borrow information materials	0	9 3.3%	33 12.3%	227 84.4%	1.19	0.471
3	How often do use the library catalogue	0	0	17 6.3%	252 93.7%	1.06	0.244
4	Do you seek assistance of the library staff	0	0	0	269 100.0%	1.00	0.000

Table 5 presents the distribution of level of library usage amongst students of the polytechnic of Ibadan. The scale used in measuring was; Daily, Thrice a week, Once a week and When necessary. The results were then ranked using the mean score. The findings revealed that majority of the respondents ($\overline{x}$ = 1.00) seek assistance of the library staff only when necessary. Also, most respondents ($\overline{x}$ = 1.06) indicated that the use the library catalogue only when necessary. Furthermore, majority of the respondents ($\overline{x}$ = 1.19) revealed that they borrow information materials only when necessary. The least majority of the respondents ($\overline{x}$ = 1.36) indicated that they visit they library only when necessary. Based on the findings, it can be inferred that the level of library usage among students of the polytechnic is low as majority are seen to seek for assistance of library staff, use the library catalogue, borrow information materials and visit the library only when necessary.

Research question 4: What are the purposes of usage of library resources?

Table 6: Respondents' Distribution for the Usage of Library Resources

S/N	Statement	SA	A	D	SD	Mean $\overline{x}$	STD
1	I go to the library to get current information	118 43.9%	133 49.4%	10 3.7%	8 3.0%	3.34	0.693
2	I go to the library to study	121 45.0%	123 45.7%	8 3.0%	17 6.3%	3.29	0.805
3	I visit the library to do my assignments	115 42.8%	119 44.2%	0	35 13.0%	3.17	0.961
4	I go to the library to prepare for examination	100 37.2%	134 49.8%	8 3.0%	27 10.0%	3.14	0.887
5	I go to the library to meet new people and for relaxation	108 40.1%	117 43.5%	0	44 16.4%	3.07	1.027
6	I go to the library to borrow information materials	91 33.8%	115 42.8%	35 13.0%	28 10.4%	3.00	0.942
7	I go to the library to prepare for examination	87 32.3%	104 38.7%	10 3.7%	68 25.3%	2.78	1.153

Table 6 presents the distribution for the purposes of usage of library resources by respondents. The scale used in measuring was; Strongly Agree, Agree, Disagree, Strongly Disagree. The results were then ranked using the mean score. The findings revealed that majority of the respondents ($\overline{x}$ = 3.34) use the library to get current information. Also, most respondents ($\overline{x}$ = 3.29) indicated that they go to the library to study. Furthermore, majority of the respondents ($\overline{x}$ = 3.17) reveal that they visit the library to do their assignment. The least majority of the respondents ($\overline{x}$ = 2.78) indicated that

they go to the library to prepare for examination. Based on the findings, it can be inferred that the students use the library resources for several purposes. These purposes include; to get current information, to study, to do assignments, to prepare for examination, to meet new people and for relaxation and to borrow information materials.

Research question 5: What is the frequency of use of the library resources?

Table 7: Respondents' Distribution for Frequency of use of the Library Resources

S/N	Statement	VFU	FU	RU	NU	Mean $\overline{x}$	STD
1	Referencing resources (Encyclopedia, Dictionaries, Abstract, indexes etc.)	51 17.7%	161 55.9%	76 26.4%	0	2.91	0.660
2	Books (textbooks on different subjects)	55 19.9%	129 46.6%	93 33.6%	0	2.86	0.719
3	Online databases (OARE Science, Ebscohost, science Direct, JSTOR etc.	65 23.5%	94 33.9%	118 42.6%	0	2.81	0.791
4	Periodical and serials such as Newspapers, magazines etc.	56 20.2%	68 24.5%	153 55.2%	0	2.65	0.796
5	Journals and e-journals (Journals on different subject both hard copies and online journals)	43 14.9%	151 52.4%	35 12.2%	59 20.5%	2.62	0.973

Table 7 presents the distribution for the frequency of use of the library resources by respondents. The scale use in measuring was; Very Frequently used, Frequently Used, Rarely Used and Never Used. For the purpose of reporting, Very Frequently Used and Frequently Used represented frequently use resources. The results were then ranked using the mean score. The finding revealed that majority of the respondents ($\overline{x}$ = 2.91) frequently use 'Referencing resources (Encyclopedia, Dictionaries, Abstract, Indexes etc)'. Also, most of the respondents ($\overline{x}$ = 2.86) indicated that they frequently use 'Books (textbooks on different subjects)'. However, majority of the respondents ($\overline{x}$ = 2.65) revealed that they rarely use 'Periodicals and serials such as newspapers, and magazines. Based on the findings, it can be inferred that the library resources frequently used by the students were; Reference resources (encyclopedias, dictionaries, abstracts, and indexes), Books (textbooks on different subjects), Online databases (OARE Science, Ebscohost, Science Direct, and JSTOR), and Journals and e-journals (on different subjects both hard copies and online). Periodical and serials such as newspapers and magazines were found to be rarely used.

Research question 6: How satisfied are the students with the usage of the library resources?

Table 8: Distribution of Respondents' Satisfaction with Library Resources Usage

S/N	Statement	VS	S	SS	LS	Mean $\bar{x}$	STD
1	Lighting	109, 37.8%	107, 37.2%	0	72, 25.0%	2.88	1.170
2	Security	75, 26.0%	131, 45.5%	8. 2.8%	74, 25.7%	2.72	1.114
3	Cleanliness	83, 28.8%	117, 40.6%	0	88, 30.6%	2.68	1.188
4	Library facilities	68, 23.6%	130, 45.1%	8, 2.8%	82, 28.5%	2.64	1.130
5	Staff	97, 33.7%	88, 30.6%	0	103, 35.8%	2.62	1.277
6	Computers	87, 30.2%	82, 28.5%	0	119, 41.3%	2.48	1.298
7	Reading materials	94, 32.6%	70, 24.3%	0	124, 43.1%	2..47	1.330
8	Open hours	94, 32.6%	67, 23.3%	0	127, 44.1%	2.44	1.337
9	Seating capacity	81, 28.1%	57, 19.8%	8, 2.8%	142, 49.3%	2.27	1.323
10	Library catalogue	43, 14.9%	116, 40.3%	0	129, 44.8%	2.25	1.178

Table 8 presents the distribution of respondents' satisfaction with the library resources usage. The scale used in measuring was; Very Satisfied, Satisfied, Somewhat Satisfied and Less Satisfied. For the purpose of reporting, Very Satisfied and Satisfied Represented Satisfied, while Somewhat Satisfied and Less Satisfied Represented Not Satisfied. The results were then ranked using the mean scores. The findings revealed that majority of the respondents ($\bar{x}$ = 2.88) were satisfied with the lighting, Also, majority of the respondents ($\bar{x}$ = 2.72) revealed that they were satisfied with the security, Furthermore, majority of the respondents ($\bar{x}$ = 2.68) were satisfied with the cleanliness. However, majority of the respondents ($\bar{x}$ = 2.27) revealed that they were not satisfied with the seating capacity. Based on the findings, it can be inferred that the students are satisfied with most of the library resources as indicated. These resources include; the lighting, security, cleanliness, library facilities, staff, computers, reading materials, opening hours and library catalogue. However, the students were found not to be satisfied with the seating capacity.

Research question 7: What is the effect of library information literacy programmes on library resources usage?

Table 9: Regression analysis on the Effects of Library Information Literacy Programmes on Library Resources Usage

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.028[a]	0.001	-0.003	2.93989

Model	Sum of Squares	Df	Mean Square	F	Sig.
Regression	1.893	1	1.893	0.219	0.640[b]
Residual	2471.885	286	8.643		
Total	2473.778	287			

a. Dependent Variable: Library Resources Usage
b. Predictor: (Constant), Library Information Literacy Programmes

The effect of LILPs on library resources usage by students in the polytechnic is presented in Table 9. The result revealed that the LILPs has no effect on library information resources usage, with a coefficient of multiple regression (df = 287, R = 0.028[a] and a multiple adjusted R^2 of -0.003, F = 2.93989). This implies that 0.3% of the variance was accounted for by the predictor variable (LILPs) on library resources usage

(dependent variable). The significance of the effect revealed that P > 0.05 (not significant at 0.05 level). This implies that the effect of the independent variable (LILPs) on the dependent variable (library resources usage) was not significant. Thus, the null hypothesis, which stated that LILPs have no effect on library resources usage by students in the polytechnic is accepted.

Discussion of the Findings

On the types of library information literacy programmes offered to students in the polytechnic, the finding revealed that students offered the following information literacy programmes; Orientation programmes, User education programmes, Library tour and sensitization, teaching on Library use, referral services, current awareness programmes etc. The finding was supported by Dubicki (2015), whose study revealed some literacy programmes that have aided the effective marketing of the library. The programmes include; tour, publicity, and user orientation and user education. Also, in line with this finding, Fafaita (2005) identified some literacy programmes which librarians have been providing. The programmes were focused on the training of information skills relating to the use of libraries, the Internet and databases. Such programmes include Orientation, User education, training on library and databases use etc. However, the finding was contrary to Lwehabura and Stilwell's (2008) finding, which stated that in many African countries (especially Nigeria), information literacy interventions have not yet been seriously considered or implemented. It can be seen from the findings that information literacy programmes have been implemented in the institution under study.

In relation to the factors affecting the usage of the library by the students under study, the finding revealed that several factors affect the usage of the library. The factors include ability for the Internet to offer them whatever they need, Outdated library books, distance of the library from lecture area and the attitude of the library staff to students while using the library. The finding is supported by Baro, Endouware and Ubogu (2011) whose study reported that factors and barriers such as lack of facilities, low acceptance of online library use approach, attitude of staff and students, lack of power supply, lack of updated computer software and electronic resources were some major factors militating against the use of library. The study of Issa et al (2009) carried out in the University of Ilorin also collaborated the findings as they revealed that the institution's library has limited computers with Internet facilities for the users, hence, users do not see the need to head to the library.

On the level of library usage among the respondents, it was revealed that the level of library usage among the students is low; as majority sought assistance of library staff, use the library catalogue, borrow information materials and visit the library only when necessary. The findings are supported by Emerole and Ogugua (2007) in their study, which revealed that in Nigeria, there is low patronage of library and its services as many users have not fully realized the potentials of the library in this information revolution age. Also in similar study carried out by Idiodi and Igbionosa (2003), it was revealed that library patronage was low because only 20% of the readers use the library the way library is expected to be used. Furthermore, several studies such as those of Abdulsalami (2008), and Amkpa and Imam (2011) also supported the finding as they reported a low use of Institution and public libraries.

On the purpose of use of library resources, the findings revealed that the students use the library resources for several purposes. These purposes include; to get current information, to study, to do assignments, to prepare for examination, to meet new people and for relaxation and to borrow information materials. The findings correspondents with Bhatti et al (2013), which revealed that students frequently used library for class assignments, reading library books, examinations preparation, borrowing library books, consult reference materials and for photocopy of documents, among others. This result, according to the researchers confirmed the fact that students depends on library for their learning and education. Also, the findings correspond with Olajide and Adio (2017) which revealed that resources in the library are to support assignments, projects work, term papers and seminar presentations by providing relevant information and services for effective and efficient achievement of academic excellent. Furthermore, the finding is in agreement with Naick and Bachalla (2016) study which revealed that students use library resources in order to facilitate access to relevant and current information for learning and research development.

In relation to the frequency of use of library resources, the findings revealed that most of the information resources were frequently used. The library resources frequently used by the student in polytechnic of Ibadan were; Reference resources (encyclopedia, dictionaries, abstracts, and indexes), Books (textbooks on different subjects), Online databases (OARE Science, Ebscohost, ScienceDirect, JSTOR), and journals and e-journals (journals on different subjects both hard copies and online journals). Periodical and serials such as Newspapers and Magazines were seen to be rarely used. The finding confirms Shuling's (2007) findings that most respondents use frequently use library resources for several purposes which is a resultant of their awareness to the importance of library resources.

The findings also support Tella, Owolabi and Attama's (2009) study which revealed that students frequently use the library resources in order to read, to borrow books or make photocopies. Furthermore, the study of Mostafa and Mamun (2013) supported the finding as it revealed that majority of the students in private universities give preference to thesis among all other resources likewise books, journals and magazines. However, the findings were in contrary to Adeniran (2013) study carried out in Nigeria which found out that that most of users of the library are aware of the information resources available in the university library but the usage rate is low.

On the satisfaction of students to library resources usage, the findings revealed that the students are satisfied with most of the library resources as indicated. These resources include; the lighting, Security, Cleanliness, library facilities, staff, computers, reading materials, opening hours and Library catalogue. However, the students were seen not to be satisfied with the Seating capacity. The finding corresponds with Tella, Owolabi and Attama (2009) study which showed that the students in Akanu Ibiam Federal Polytechnic, Unwana, Nigeria claimed to be satisfied with the library collections and services except with that of electronic resources. Simmonds (2011) stated several factors that can influence users' satisfaction; these factors include responsiveness, competence and assurances, tangibles and resources.

On the effect of library information literacy programmes on library resources use, the finding revealed that library information literacy programmes has no effect on library information resources usage. The findings contradict Association of College and

Research Libraries (ACRL) (2017) study which revealed that through the library instructions provided to the students, they tend to acquire information literacy instruction during their initial coursework which help them acquire a common set of competencies for their studies and make them use resources in the library more often. Also, Anyaoku, Ezeani and Osuigwe (2015) noted that Library must not only provide the resources but also ensure effective use of the resources by its clienteles/community through continuous information literacy programmes. However, the finding contradicts it as it showed that the library literacy programmes has no effect of the library resources usage.

Conclusion

This study concludes that different types of information literacy programmes are carried out in the polytechnic of Ibadan library. The situation in the library indicates the library does not fixate its information literacy programme to a particular type but uses different types like other libraries. The usage of the library is affected by the push factors, prominent among which is attitude of librarians and level of use of the library was not encouraging since users only access the library when necessary and the purpose of library use cut across different academic needs. The frequency of usage of library resources was average and students were averagely satisfied with the library.

Recommendations

1) The library should focus more on current awareness service since it is the only information literacy programme that generated the lowest mean score while they focus on improving other programmes.

2) One of the push factors affecting the usage of the library is the perception of the students that the Internet can provide every information they need, therefore, the library should provide Internet facility in the library as well as subscribe to current database so as to attract students.

3) The library should be generally upgraded. The upgrading should include acquisition of new books, provision of satellite libraries within the reach of the students, and staff training relating to human relations since the students stated that books are outdated, the library is far from them and the staff behaved poorly.

4) Based on the fact that no student stated they use the library on daily basis, while the majority only use the library when necessary, the library still need to increase its advocacy and information literacy programmes. The content of the existing programmes should be reviewed to meet the current demands.

5) In order to improve the students' satisfaction rate of the library usage, efforts should be geared towards improving the state of computers in the library, the library reading materials, extension of opening hours, increasing the seating capacity and updating the library catalogue.

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STRATEGIES TOWARD EFFECTIVE USE OF SOCIAL MEDIA IN NIGERIA'S LIBRARIES

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ABSTRACT

The advent of social media (SM) has revolutionized library and information services across the globe. Libraries and librarians had in the last two decades, discovered the significance of SM in facilitating provision of effective library services. Today, regardless of types, libraries in Nigeria have adopted SM platforms and are using them in reaching out to their users. Nevertheless, reports have indicated little successes in reaching out and engaging library users. In order to overcome this problem, so that libraries in Nigeria derive much benefits from their use of SM, they need to establish and formulate SM strategy. This paper therefore discussed the concept of SM platforms and their use by libraries. It also touched on the concept of SM strategy, its components and stages. A model on library SM strategy was proposed for Nigerian libraries. Finally, the paper concludes with recommendations on how Nigerian libraries should have a good SM strategy.

Keywords*:* Social media, Social media strategy, Libraries, Nigeria

Introduction

The advent of social media (SM) has changed the way people live and interact with each other. It enables individuals and organizations to have direct and real time interactivity with their colleagues and customers. SM, which is simply defined as Internet-based platform that provides users with opportunities to create and exchange content (information, opinions, and interests) in a many-to-many context (Khan, 2017), brought a lot of opportunities to libraries and librarians across the globe. SM platforms are easy to use, very much available and affordable, which according to Mohsin (2020), made their adoption irresistible by libraries and librarians. Libraries were among the early adopters of SM, leveraging it to quickly and easily engage, connect, network and share information and knowledge with their patrons (Crawford, 2014).

The adoption and use of SM for promotion and provision of library services began at a slow pace. Libraries initially felt that they had little or nothing to do with SM. With the discovery of their advantages, SM tools were adopted and used for the provision of library and information services by libraries and librarians. Interestingly, within the past ten years, SM have become an integral part of libraries (Howard, Huber, Carter, & Moore, 2018) and their adoption and use by libraries is ever-increasing. Taylor and Francis (2014),

reported that over 70% of libraries worldwide are using social media tools. In a more recent study, Jones and Harvey (2019) added that more and more libraries are using SM to connect with patrons. From Facebook and *Twitter* to *Pinterest* and *YouTube*, libraries are opening a wide range of accounts to engage users and market local resources.

Despite the influx of adoption and use of SM by libraries across the globe, many libraries have not been able to achieve the desired results in terms of *like*, *comment*, *interaction* and so on, by and with their patrons (Crawford, 2014). Many libraries use Facebook effectively while many others may not be effectively reaching and engaging their patrons, added Crawford (2014). Academic libraries also complained of not having followers in their SM pages, students neither follow nor like their pages (King, 2015). There are hundreds of cases, where librarians are wasting their time on SM due to lack of planning, wrong choice of platforms or failure to understand the needs of their patrons, pointed Crawford (2014). This negative development may not be unconnected with the approach employed in the adoption and use of SM by libraries. In other words, there is lack of SM strategy among some librarians (Kwayu, Lal & Abubakre, 2017). SM strategy informs how to make best choice of SM platforms as well as composing and disseminating appropriate content, to mention but a few.

Dodd (n.d) believes that SM strategy is critical to a library's success in today's highly digital world. It is however a double-edged sword, which can create solutions and problems as well (Jennifer, 2015). A strategic approach, according to Effing (2014), can help to address opportunities and risks that come from using SM, in both commercial and non-profit domains. Therefore, in order to achieve the desired result of adopting and using SM, this paper outlines social media strategies that will help libraries reap the positive benefits of SM, and at the same time, avoid its negative consequences. Conforming by the outline strategies by libraries will enable libraries reach out to their users effectively and efficiently through their adopted SM.

Social Media and Libraries

There is no universally accepted definition of SM, due to its newness and continuous re-evolvement. Papacharissi (2015) observed that "How we have defined social media in societies has changed, and will continue to change" (p.1). The term SM, even though used interchangeably, with social networking sites (SNS), online social networks and Web 2.0, they have differences. Sloan and Quan-Haase (2017) observed that SM, is a wider term that includes, for example, *blogging* and platforms such as *Twitter*, *Instagram*, *Pinterest*, and *Snapchat*, On the other hand, SNS, is specifically associated with the use of sites such as *Facebook*, *MySpace*, and *hi5*. SM, was defined by Mon (2015) as "A new type of media that is shared and participatory in nature, involving others in the information lifecycle of creation, organization, sharing, finding, and use" (p.1). In an attempt to come up with a standard definition, analysis of six definitions of SM was carried out and based on common features of all the definitions, Quan-Haase and McCay-Peet (2017) defined SM as:

> Web-based services that allow individuals, communities, and organizations to collaborate, connect, interact, and build community by enabling them to create, co-create, modifies, share, and engage

with user-generated content that is easily accessible (p.17).

The features of SM, motivated libraries to adopt and use them in the provision of library services. Libraries across the globe adopted and used various types of SM platforms, ranging from *Facebook*, *Twitter*, *Instagram*, *Pinterest*, *LinkedIn* and so on (Agyekum, Arthur, & Trivedi, 2016). The most commonly used SM platform by libraries was Facebook while SM platforms such as *Digg*, *Vimeo*, *YouTube* are not commonly used (Olajide, Otunla & Omotayo, 2017).

The pace of using SM, differs in different countries and among various library types. Generally, libraries use SM, to advertise and promote their services and resources to their customers as well as share and exchange vital information with their communities (ALA Intellectual Freedom Committee, 2018). Other common usages were promotion of library information and educational resources, libraries' events and services (Sonawane & Patil, 2015). According to Suraweera (2011), SM becomes a tool for communicating with more potential library users. Libraries communicate and collaborate between librarians and students, provide information that is not available on the catalogue and search engines, help in serving and attracting distance education students via SM platforms (Aras, 2014).

Literature on the use of SM in the United States of America (USA), revealed that libraries were using them to fulfill a range of objectives which include promotion of library services and resources (Taylor & Francis Group, 2014). Facebook and other platforms were used for outreach services, marketing, advertisement and dissemination of current information (Kumbhar, 2014; Taylor & Francis Group, 2014) The authors added that some academic libraries embed the library catalog to allow students to access the contents of the library catalog without actually visiting the library's Web site. Libraries of University of Michigan had created a *Facebook* page incorporating a catalog search function, "*ask-a-librarian*," *LibGuides*, a *WorldCat* search, and links to all essential library Web pages. Essentially, the goal of creating a *Facebook* page is to provide customized library services within *Facebook* itself rather than merely redirecting users to the official Web site.

Studies on the use of SM by libraries of Asian countries were very impressive. For example, in a study on application of SM in Indonesian academic libraries, Rachman and Putri (2018), reported that "The academic libraries in Indonesia apply social media to promote the library (its services, facilities and collections) and to disseminate information" (p. 26). In a literature review on academic libraries engagement with SM, Trucks (2019), reported that academic libraries mostly use SM, for library promotion, information literacy and user collaborations. Alvanoudi and Vozana (2019) mentioned that libraries use SM to attend users and interact with them, enable patrons to ask questions pertaining to the use of their libraries, teach basic search tools and send brief updates to patrons. Arumugam and Balasubramani (2019) added that libraries use SM, to increase their connections with potential customers and serves as a platform supporting social relations among individual staff as well as enables interaction between professionals.

The use of SM by public libraries was mainly for posting information about new books and media purchases, advertising library programs, and events, providing reference and readers' advisory via the sites' instant messaging (IM) or email systems (Hrituparna & Bhattacharjee, 2018). SM tools, were used according to Jones and Harvey (2019) for library marketing, announcement of library programmes, interact and respond

to users' questions, teach basic search tools as well as paste new books information on the wall.

In Nigeria, the use of SM was mostly by academic libraries. Academic libraries in Nigeria provide different services to their users through SM platforms (Okoroma, 2018; Adewoyin, Onuoha, & Ikonne, 2017). In a study on utilization of SM by academic libraries in Nigeria, Omini and Ayanlade (2019) reported that they use the platforms in the promotion of their services and interaction with their users, as well as provide up-to date information in campus. Akporhonor, and Olise, (2015) and Bichi (2018) reported the use of SM tools in Nigerian libraries for marketing of library services, information about new collections, introduction of new services as well as announcement of events and programmes. Some few libraries added Okoroma (2018), use SM in the provision of **r**eference **s**ervices.

Social Media Strategy

SM strategy is a social science concept that is just unfolding, there are few available definitions of the concept (Effing, 2014). SM strategy is defined by Newberry and Lepage (2020) as, "a summary of everything you plan to do and hope to achieve on social media. It guides your action and lets you know whether you are succeeding or failing." SM strategy, according to Neidlinger (2018), documents how a business or organization will plan, execute, and measure all SM, marketing activities. Strategy is very important for an organisation (Hursh, 2019), observed that "any success in the social media space centers on strategy. A strategy lets you take your library's overall strategy and use social media to make those goals a reality."

Strategies are achieved through initiatives that involve various tactical steps (Golden, 2011). SM strategies involve set goals (purpose), information to be shared, SM tool and audience, with whom relationships are developed (Golden, 2011). Alejandra and Verishagen (2019) argued that to effectively manage SM, libraries must consider their audience, evaluate and select platforms, and develop the library's voice that is, content. However, the authors are of the opinion that effective SM strategy starts with formation of SM Committee (SMC). Libraries' tactical steps and resources are the driving force of SM strategy and are outlined and discussed below:

Social Media Committee

Library's SM strategy, observed Alejandra (2019), commences with the establishment of a SMC with a clearly defined terms of reference, as well as information and guidelines related to its membership. SMC are saddled with the entire running of a library's SM. Goals and objectives are very critical in a library's SM strategy. The goals and objectives of having SM tool(s), have to be very clear right from the beginning, what a library seeks to accomplish with the tool(s) needs to be clearly stated (Newberry & Lepage, 2020). The main purpose of SM must be for advancing library's overall goals. The goals have to be measurable to enable library determines its return on investment (RoI) (Boniface, 2013). Goals should be specific, measurable, achievable, relevant, and time-bound (SMART). A good goal is an outcome, not an activity. What does the library need to achieve in the next year? For example, a library's goal may be, to achieve an increase in the use of its electronic resources or, a rise in the use of children's resources,

as in the case of public library. It is important for libraries to "translate a social media goal for an area where you can move the needle (Krakauer, 2020).

Social media strategy requires an entire shift in mindset-one that is more oriented around the consumer or user (Quesenberry, 2019). The achievement of user oriented services requires analysis and understanding of the needs of the library users. Dodd (n.d) recommends that libraries should among other things find out the needs of their community members in order to package and disseminate relevant information that is required by their users. Boniface (2013) recommends having conversations with users both in person and through SM, arguing that talking with people allows you to get to know them better and more important serve them better.

Social Media Platforms

Understanding the channels and how they work and what you can get out of them is fundamental (Carvill, 2018). SM, is considered as the most effective free marketing tool in the library and the easiest tool for library to share information to its users. However, with so many platforms intended for different audiences, it is very necessary to identify and choose which platform(s) best suit library needs Hursh (2019). A library has to integrate SM platform(s) that will best serve its goals and objectives. It has to investigate from different platforms and select the more appropriate one(s). Among factors library should consider, suggested Alejandra (2019) are:

i.   How were other libraries using the platform?
ii.   Which features would benefit our library?
iii. Are the benefits of the platform equal to the effort required to
      administer it? (p. 18)

Crawford (2014) suggested that library should gauge their users' expectations when choosing SM. Library's goal should be to increase community involvement, engagement with, and support of the library—not to be an intrusion into areas where patrons don't think the library belongs. Do your patrons expect or want to see you on this network?

Social Media Content

Content is very important in SM strategy. King (2015) sees content as king in SM strategy; it is the first most important factor to consider among SM strategy tactics. Everything is content, quality over quantity; library should post content that will influence its audience (Carvill, 2018). King (2015) concludes that "The content you present under the moniker of the library will make or break your social media channel" (p.16). For library to make its content strategic in SM it has to be compelling and interesting, relevant, consistent, human, short, visual and helpful (King, 2015). SM content should always be relevant to your audience. SM content according to Carvill (2018) should be authentic, informative, engaging, useful, relevant and purposive.

Evaluation

Evaluation is an important component of SM strategy. It enables organizations to measure the extent to which they achieve their set goals. Krakauer (2020) recommends periodic evaluation of the entire components of SM strategy. The author, suggested that

four key questions about the process and performance of your social media program should be asked;

i. what worked / what should we keep doing?
ii. what didn't / what should we stop doing?
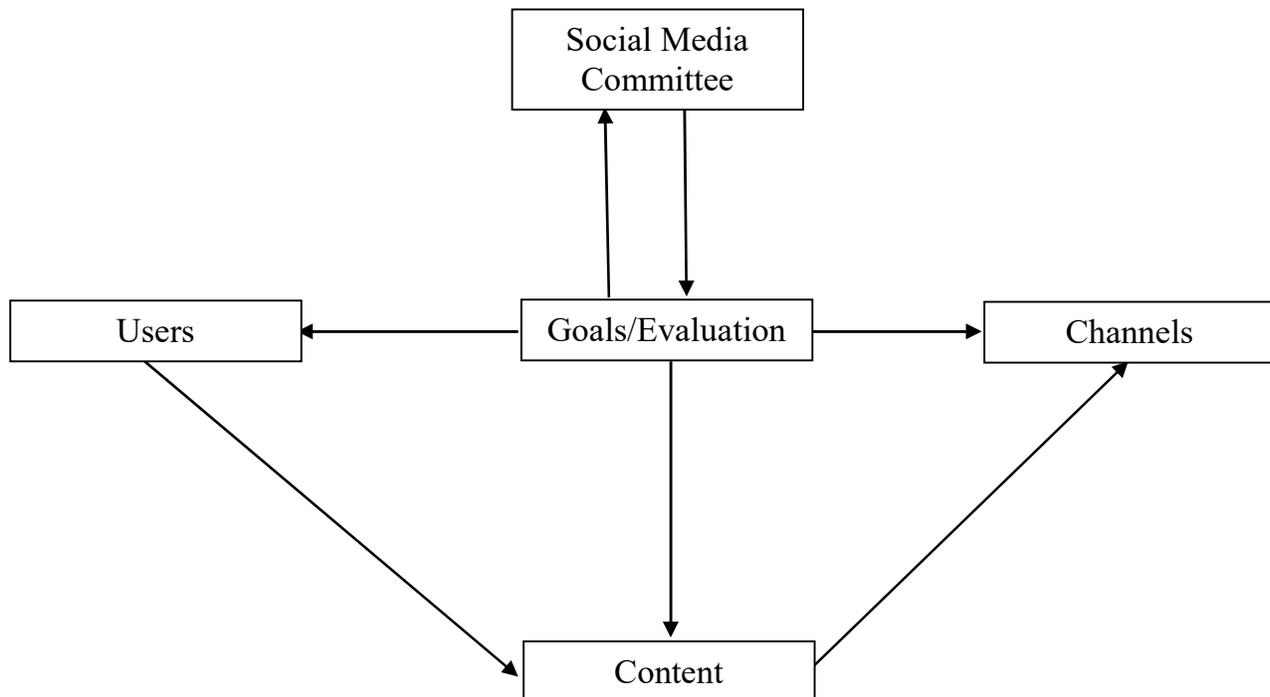iii. what did we learn / what should we try next?
iv. what puzzles us?

Figure I: Proposed Social Media Strategy Model

Proposed Social Media Strategy Model

      The proposed model is meant as a guide, which helps libraries work through a process in a structured way. It tackles the questions, which help us define the answers that turn make up the strategy. The first task of SM Committee (SMC) is to develop a Terms of Reference that included the committee's purpose, as well as information and guidelines related to membership and roles. The SMC identifies the "why" of the SM, identifies the goal, which library wants to achieve with SM. No strategy makes sense without clear goals. What goals does the library want to achieve with the help of social media? Next are the users, who do the library, want to serve, engage with? What is there to know about them? About their interests, their goals, their lives, their behavior, etc.? The content library feeds on its SM platforms comes after identification and user analysis. What does the library want to post or talk about? What are the topics and ideas? The next task of the SMC is selection of relevant SM platform. Where will the library post the content and engage with its users? Which platforms are the best for the people it wants to reach and the content it wants to talk about? Evaluation is the next, to measure what library's strategy achieves. Assess what was done so far and improve the approach

through review of the goals and other components. What changes occurred to your users and platforms and re-modifies the strategy.

Conclusion and Recommendations

Libraries and librarians are always at the forefront in the adoption and use of technology. This is very necessary for the profession to remain relevant in today's dynamic society. Like their names suggest, emerging/evolving technologies keep on changing each and every day. SM is one of emerging/evolving technologies, it keeps on evolving and re-evolving. Libraries and librarians should continue to follow the trend, study the changes and re-strategise for continuity and sustained relevance.

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CHALLENGES AND OPPORTUNITIES IN THE MANAGEMENT OF COLLECTION DEVELOPMENT POLICY IN LIBRARIES

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ABSTRACT
The study aims to explore the opportunities and challenges in the management of collection development policy in libraries. Collection development is considered a critical factor in the provision of adequate and relevant information resources in the library. In order to develop a balanced and un-bias collection, libraries formulate a policy that will serve the interest of the entire clientele. Collection development or acquisition librarians encounter challenges (both internal and external) in the process of formulating collection development policy. An extensive review of the relevant available literature on the concepts of collection development and collection development policy was made to conduct this study. The study found that acquisition librarians play a vital role in ensuring access to library information resources through the formulation of policies that guide them through this process. The study also discovered that while some libraries have written collection development policies, some have unwritten, and others do not have at all. A good number of literature consulted on the subject matter identified inadequate funding, internal and external interference, issues bordering on preservation, donations/gifts, vendors, intellectual property rights and inadequate knowledge of ICT as major impediments militating against the maintenance of balanced collection development policy. The study suggested adequate funding, adequate training and retraining of acquisition librarians in the areas of modern information technology as it relates to formulating guidelines for selecting electronic information resources and minimal interference from the libraries' parent organizations. Libraries and enjoyed to lobby their parent bodies for more funding and create avenues for internally generated revenue. The provides an overview of collection development policy issues and how they influence the management of the policy.

Keywords: Management, Collection development policy, Libraries, Opportunities, Challenges

Introduction

The history of library is as old as the history of mankind. Man has been known for his struggle to know the unknown. It was this eagerness to know the unknown that made man to go in search of information that was durable enough to be kept as permanent sources of knowledge to be transmitted from one generation to another. As information resources accumulated, there was the need for them to be housed in one place for the use of the intended users. The action of gathering the information resources for the use of users is referred to as collection development. Okolo, Eserada, Ugboh and Ngbo (2019) described collection as the sum total of all materials that make up a library. Therefore, library resources-whether made of clay, stone, palm leaves papyrus, bamboo strips, paper or digital devices, are collected for information, research and study requirement of the host communities.

The concepts collection development and collection development policy have been explored by several scholars of library and information science. This is because of the importance of collection development in ensuring adequate and balanced library resources. To collect is to take, receive or bring something together, especially of the same kind. The process or action of collecting or bringing something or items together can be termed as collection. Collection can also be seen as group of things, people or objects put together to serve certain purpose. Collection development is the process of acquiring books and other information resources for the information needs of the library patrons. It is the process of meeting library patron information needs by offering the right library items, replacing or repairing worn or lost items and creating policies and programs that involve the collection.

Ameyaw, Florence and Asante (2016) defined Collection Development as the process of making sure that the information needs of the people are met in a timely and economic manner using information resources that have been produced both within and outside the organization. It is the process by which the strength and weaknesses in the collection is ascertained-an exercise based on meaningful data, rather than subjective choice (Okogwu & Ekere, 2018). Collection development includes all activities involved in assessing the users' needs, evaluating the present collection, determining the selection policy, coordinating the selection of items, re-evaluating and storing parts of the collection and planning for resource sharing.

Collection development is the systematic building of library collections for the purpose of serving study, teaching, research, recreational, and other needs of library users. The process includes selection and deselection of current and retrospective materials, the planning of strategies for continuing acquisition, and evaluation of collections to determine how well they serve user needs (Mir, 2016**).** Ravikumara and Sawlan (2016) viewed collection development as an effective way of assessing users' needs and all the processes of selection, evaluation, weeding and resources sharing. The process of collection development involves planning and building collection that is useful over a period of time, taking into consideration users assessment of needs, analysis of usage statistics and demographic projections, which are normally constrained by budget limitations (Sisimwo, 2016). For the purposes of this study, collection development is the process of acquiring books, periodicals, documents, dissertations, maps, atlas… etc, and non-book materials such as slides, pictures, databases, electronic books etc., into the

library, either ny purchase, gift or donation for the purpose of meeting the information needs of current and potential library users.

Collection development activities vary from one library to another. The type of exercise depends on the type of library. Public libraries are established to serve the generality of population regardless of age, religion, race, status or area of specialization. In such libraries the collection development librarian collects information resources that will cover every field of knowledge. The situation is not the same in academic libraries. In academic institutions such as colleges of education, polytechnics, or universities, collection development exercise focuses on the curricular activities of the institutions, since the libraries are established to support teaching learning and research of the institutions. In a nutshell, whether a library is academic, public, private or special, the purpose of the library determines the collection it keeps.

Collection Management

Management is defined as an act of creating and maintaining an organization wherein the members of the organization can work together to achieve the mission and vision of the organization. It is not limited to the administration of people alone, rather it encompasses managing processes and operations, using the concept of '5M's, i.e. men, machine, material, money and methods to achieve the optimum goals of the organization or operation. Management has seven characteristics: universal, goal-oriented, continuous process, multi-dimensional, group activity, dynamic function and intangible force (Business Jargons, n.d.). Applying these characteristics to collection development, it is obvious that collection development is an activity that is carried out by all libraries in the world, regardless of jurisdiction. It is a global phenomenon that ensures all libraries grow their collection to meet the objectives of their parent bodies, hence the need for management of collection.

Of course, it is also goal-oriented. It is aimed at support the organization to achieve if aims and objectives. Collection must be a continuous process since the library is a growing organism. A static or an un-growing collection cannot serve the interest of the organization that establish it. The diversity of collection rests on the various types of libraries and subject disciplines. Every library owns its collection. The method of development collection depends on the type of library. Developing collection is an assiduous task. It requires librarians with objective minds and broad knowledge of subject areas. The success of the exercise depends on the caliber of the staff involved and honest division of labour.

Collection Development Policy

Policy is defined as an official authoritative statement of rules, judgments, decisions and guidelines that are used to define, describe, interpret and describe long-range objectives, intentions, functions and procedures; and guide and regulate activities of a group or organization (Patel, 2016). It is also defined as 'a set of ideas or plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party" (Cambridge Advanced Learners Dictionary & Thesaurus, n.d.). Policies can be guidelines, rules, regulations, laws, principles, or directions. They say what is to be done, who is to do it, how it is to be done and for (or to) whom it is to be done (Food for Thought, n.d.). Collection development

policy is the document that defines the scope of a library's existing collections, plans for the continuing development of the resources, identifies collection strengths, and outlines the relationship between selection philosophy and the institution`s goals, general selection criteria, and intellectual freedom (Okwu & Echem, 2019). It entails such steps as analyzing the information needs of the users; formulation and implementation of selection policy as it supports the objectives of the library; acquisition, resource sharing and evaluation (Patel, 2016).

Collection development policy should be the product of the library staff, the library committee and the users. The acquisition librarian cannot alone bear the burden of formulating the policy and managing it. The library committee drafts the policy with input from the entire library staff, inclusive of those in charge of information technology units. The library committee is vested with the responsibility of formulating the collection development policy. In academic libraries, the library committee is a very important organ of the academic council, though an adversary rather than administrative organ. There is no definite rule as to who should head the committee. In academic institutions such as universities, polytechnics and colleges of education, the committee may be chaired by vice chancellor, the rector or the provost, as the case may be. Delegation can be made to other senior members of the academic community to head the committee. In either case, members of the faculty and the bursary are appointed to sit in the committee. This is to ensure equitable distribution of information resources amongst the various departments.

Like membership of the committee, its functions depend on the institution involved. The general functions of the Library Committee are to:
1. guide the librarian in formulating general library policies and regulations which govern the functions of the library;
2. provide for proper documentation services and updating the library collection;
3. work towards modernization and improvement of library and documentation services;
4. formulate policies and procedures for efficient use of library resources;
5. review library readership department-wise;
6. adopt measures to enhance readership;
7. prepare budget and proposals for the development of the Library;
8. recommend to the authorities the fees and other charges for the use of the library
9. seek feedback on library functions from readers; and
10. submit the annual report on the functioning of the library (Functions of Library Committee, n.d.).

Collection development policy may be written or unwritten. Written collection development policy is preferred because when a number of persons set policy without written guidelines, slightly different views of the library's purpose emerges. Without written statements, the divergence of opinion creates confusion. With a policy statement, everyone has a central reference point. Flexible policy is recommended. This is to allow changes to be effected when the need arises. Certain steps are required for formulating a viable collection development policy. Some of them include: (a) setting the guidelines. The guidelines should answer the questions 'what is to be included in the policy?', 'who is to be consulted?', and 'how are the decisions to be made?' (b) Analyzing community

needs. Consulting the community of the library can be done through surveys and interviews. The community of the public library is the generality of the citizens in the community. It includes all the literate and the illiterate. While the literate is provided with reading materials, the illiterate can serve with pictorial resources or audio-visual materials on say, farming, trading opportunities, etc.

This type of library has a large community that must be consulted in order to formulate an all-encompassing policy. Academic libraries serve enlightened patrons. As such their community is the academic and non-academic departments. Special and private libraries usually have simple communities that can be reached easily. In any case, user needs assessment is as important as the policy itself. (c) Preparation of the draft document of users' needs. The result of the user assessment will be used to prepare a draft of the policy based on the suggestions obtained from the survey or interview. In the case of academic, special or private libraries, the draft document can be circulated to obtain confirmation of the correct representation of the input submitted by users. The guidelines/elements of the policy vary from one library to another. Generally, most libraries consider the following in their guidelines:

a. *Mission statement*- of the library- the mission statement of the library is usually connected to the mission and vision of the parent institution. The mission statement is to guide selectors in selection of materials for the library. No policy statement can be definitive for all time, since a library is not a static institution. Innovation in information technology or modification in the curriculum of the institution can warrant a change of in mission statement. (Canadian Town Library, n.d.).

b. *Purpose of the policy*- the motive behind the formulation of the policy, such as the provision of adequate and relevant information to all in the community of the library, the effect of information explosion, budgetary limitations, etc., which necessitate for policy guidelines for selection of useful materials that are cost effective to the organization, should be stated. An example of collection development policy provided by Chipola College library reads thus: **"**This policy is designed to guide the systematic growth and management of the Chipola College Library's collection of print, audio visual and electronic materials. Rising information costs, increased demand for a variety of dissemination formats and budgetary constraints require careful materials selection based on a thorough knowledge of the missions of both the Library and Chipola College" (Chipola College, n.d.).

c. *Responsibility statement*-the policy should state who is responsible for selection of materials. In most libraries the librarian takes responsibility. Although he shares the responsibility with other staff (especially the acquisition librarian), he bears the ultimate responsibility of explaining the pattern of selection to the library committee or the general public.

d. *Material selection*- selection is the process whereby the librarian, with the assistance of staff and other stakeholders choose from numerous for the information needs of the library patrons. Selection of library materials is important

in a library. The process comes after the information needs of the community must have been ascertained. In order to select relevant materials, the library follows the laid-down collection development policy Selection is an important aspect of collection development. The effectiveness and efficiency of the library depend on the right selection of th**e** library materials. Certain criteria are put in place to discover what potentially relevant items are available for selection, and selectors arm themselves with selection criteria to help them consider in a sound and systematic way whether each individual item should be selected or not (Business Jargons, n.d.). It requires a well-thought planning and knowledge of different publications on different subject areas through book reviews, selection of vendors of repute (it is advisable to deal with registered vendors, although the policy should specify conditions for return of unaccepted materials and or discontinuation of business with a vendor), knowledge of exchange rates, publishers' catalogues, bibliographies, brochures, users' requests, etc. The criteria to be considered include: authoritativeness of the author (i.e., the author's expertise) and publisher, content, price of the material, physical characteristic, indexing, whether or not it complements the existing collection, and most importantly, the budget at the disposal of the library. Materials supplied by vendors must be carefully checked against the order list.

e. *Language-* of the material is also considered. In university of college libraries where foreign languages are taught, the selection will include materials on foreign languages. Religious institutions like churches and mosques may exclude materials that are "fundamentally antithetical to the Christian Faith" (Covenant University: Centre for Learning Resources (Canaan Town Library, n.d., p.12).

f. *Censorship-* Selection is without partisanship regarding matters of race, sex, sexual preference, religion, or moral philosophy.

g. *Duplication-* conditions for duplication of materials are to be stated. Duplication may occur with print and electronic resources. Collection development librarians avoid duplications when possible to allow for purchase of items not included in the collection and which are relevant to the mission of the library. But be that as it may, duplication is sometimes warranted either due to importance of the item, use, request by faculty, etc.

h. *Format-*the policy will specify whether the library will go for paper edition of printed works or clothbound edition or both. Reference materials such as encyclopedias, handbooks and almanacs may or may not be purchased, depending on the type of library. Most libraries purchase reference materials because of their easy access to quick reference questions. The policy will also indicate the pattern of acquisition of periodicals such as journals, newspapers, etc., and in which format. Depending on the nature of library, conditions for acquiring books (authenticity of reporting, editorial board, etc.) can also be applied to serials. Some libraries do not go for out of print materials unless there is loss of copies or withdrawal due to poor physical condition. Other formats include audio-visual, electronic, online resources, etc. can

also be part of the policy for purchase if there is availability of funds. The emergence of information and communication technology has repositioned the resources and services that libraries offer. Today users like to browse through the internet for information resources. They expect libraries to subscribe to these resources. Digital information resources also have their collection development policies. Example of elements of such policies are Coverage of the policy, Selection personnel, Collection funding, Selection criteria, Duplication checks, Purchasing model preferences, Collection access and maintenance, Download ability, Reading devices, and Weeding (Xie, Krystyna, & Matusiak, 2016, p.3). relevancy of sources and material must be utmost priority of selectors. There are authentic and relevant information resources online that the library can subscribe to. A 2015 study by Benny on criteria for selecting e-resources, 'subject relevance' was rated 100%. (as cited in Xie et al, 2016, p. 4).

i. *Gifts and donations*-gifts and donations are important part of library collection development. The policy must state conditions for collecting or accepting gifts and donations of books and other information resources. Generally, conditions such as duplication, appropriateness to the existing collection and the library mission, currency, shipment, as the case may be, no conditions attached to the donated material(s), etc., are usually stated in the acquisition policy. Money donations and the type of items to e purchased with such donations can also be specified. It is possible for a library to include source of the money as a re-condition for acceptance of money. There are solicited donations and unsolicited donations. Solicited donations implies that the library request for assistance from the donor (whether as an individual or cooperate organization). Gifts and donations are usually acknowledged. The right to dispose of gift/donated materials by the receiving library can also form part of the policy.

j. *Legal deposit*-the policy will state how many copies of published materials by the institution should be deposited in the library. In academic libraries, faculty publications as well as students' theses and dissertations and undergraduate projects form part of legal deposit.

k. *Interlibrary loan*-no library is self-sufficient in terms of collection because of limited budget. Interlibrary loan is a method whereby libraries exchange their resources with other libraries. Libraries specify in their policy whether or not to engage in interlibrary loans. Libraries that are offer the same services and have identical patrons-academic, public, private or special libraries accept materials from each other as loans. Libraries are free to include conditions for acceptance of loans. Such conditions may include physical features of the materials, shipment issues, etc.

l. *Copyright*-the policy will also state whether the library will comply with copy right provisions or not. Although copyright issues are issues that are of concern to all libraries, a statement about it must be included in the policy, especially the use of 'Fair Use' provisions which permits researchers the right to reproduce copyrighted works for the purpose of scholarship.

Collection Management

Managing collection is as important as the collection itself and a vital component of collection development process. It is the process that covers collection development and decisions about withdrawal, cancelling, storage and preservation (Sisimwo, 2016). Collection management usually denotes the administrative responsibilities and tasks linked with collection development (Mehra, & Elder, 2018). Collection Management is the systematic evaluation of the collection designed to facilitate the repair or withdrawal of damaged, unused, or obsolete materials from the collection (ECRL, 2019). Without maintenance, collection development policy is a policy statement in principle. Therefore, collection management is a key factor in the implementation of collection development policy. It entails evaluating the existing (or the proposed) collection and considering how they meet users' needs. It includes delimiting the existing collection, discovering which items in the existing collections are the most popular, and which could be weeded, identifying or creating one or more "best lists" for items that could be included in the new collection; describing and commenting on the state of the collection (Mehra & Elder, 2018). Placing the items on shelf is not enough. The collection manager should constantly evaluate the resources against the current needs of the user community. This is important to keep the collection growing and current. This can be done through weeding, preservation, judicious use of library budget, resource sharing, etc.

Weeding- Weeding is the process of discarding materials that are no longer desired or transferring them to another part of the collection (for example, from the reference collection to circulation stacks). It is the process by which acquisition librarians remove, withdraw or move items from active areas of the collection to storage. The print collection is periodically reviewed to decide what can be withdrawn or relocated, especially if there are changes in institutional goals or programs, availability of electronic format of the same item, obsolescence, duplication, or space limitations. Regular weeding helps maintain a useful, current, and authoritative collection that supports the mission of the library.

Continuous replacement and withdrawal process helps libraries to keep up-to-date and attractive collection. When there is availability of newer editions or current demands, replacement becomes imperative. Weeding is the responsibility of the librarian. Withdrawn materials can be handled as donated materials. They can be donated to other libraries where may be useful (provided they are weeded on the condition of availability of newer editions). Some weeded materials that can be retained can be sent to technical or printing department for repairs. The policy must state what materials are to be weeded, who should do the weeding, when and how to weed, and what will happen to the weeded items.

Patel (2016) gave example of the statement of weeding thus: "Many works lose their value within one generation, say in twenty-five years. By that time, their thought-content of same may even turn out to be wrong. In a service library no useful purpose is served by retaining such pedestrian books and providing self-space for them after they have become obsolete. The proper course is to weed out periodically. They should give place to current variations" (p. 65). It is part of collection management to continue to search for lost books or books on loan that have been kept beyond overdue date. The policy specifies when such search should stop, and a replacement made for the lost item.

Consortium/resource sharing-it is an established fact that that no library, no matter how rich, can provide all the information resources needed by its clientele. In order to complement the meager resources being allocated to them, acquisition librarians engage in resource sharing. Resource sharing is a sort of arrangement among libraries whereby each library agrees to spare it resources to other participating libraries and vice versa. Resource sharing is an important aspect of collection management. The main objective of resources sharing is for a library to provide access to information resources that are not available in the library but can be found in other partner libraries to satisfy users' needs. With the advent of information communication technology, Resource sharing is made easy. Libraries can now form a Local Area Network (LAN), Wide Area Network (WAN), national or international network. However, cooperative acquisition can also assist in building collection. In this arrangement, each cooperating library purchases and keeps different kinds of resources for the benefit of all members. Users are directed to other libraries for items not found in their registered libraries.

Library budget-The word 'budget' is derived from the French word *bougette* which means purse (Mir, 2016, p.3443). Budget is a statement of financial plan which shows the estimated revenues and expenditures. Library budget is the financial allocation given to the library for the procurement of library resources and services. Libraries in agencies of government are funded by government through their parent organizations. Usually the librarian is asked to prepare the library budget. All financial engagement of the library will be incorporated in the budget. Private libraries are funded by individuals who established them. Library budget is to provide information about the revenue and expenditure of the library. It is the life wire of all library activities. It is common knowledge that libraries never get adequate finance for procurement and other library activities.

Whenever there is cut in budget of the parent organization, the library is the worst hit. The librarian is saddled with the responsibility of allocating the meager resources amongst different items such as books and other information resources. The librarian is guided by the library collection development policy. The library may have other sources of revenue such as overdue charges (for lending libraries), photocopying and binding services, organizing seminars and workshops, etc. it is important to note that library is not a revenue generating institution, rather it is a service institution. It requires adequate funding for its operations. The library can also solicit for grant. This can be in cash of kind. The grant can be used for other purposes, thereby reducing too much dependence on the budget.

Preservation- Preservation is the appropriate housing, protection, care and maintenance of archives, records and manuscripts. (Oluwaseun, Ottong, & Ottong, 2017). Preservation is everything which contributes to the physical well-being of library resources and it includes the protection, maintenance and restoration of library and archive information resources (Timothy, Dangwaran, & Oluwabunmi, 2017). It encompasses "all efforts and actions taken to elongate the lifespan of information material. The efforts for preservation may include planning, following principles and practices directed at preventing deterioration, or restoring damaged materials to a usable condition" (Oluwaniyi, 2015, p. 7). Preservation is also defined as "all managerial, technical and financial considerations applied to retard deterioration and extend the useful life of materials to ensure their

continued availability" (Walker as cited in T. Y. Project Work, 2018). Preservation is a vital element of collection development. As indicated above, it ensures that library materials remain useful perpetually. As such it forms part of collection development policy. There must be a statement specifying how to preserve deteriorated materials to ensure their continuous use. Preservation can be by photocopying, migration, refreshing, replication, encapsulation, emulation, etc. (Kelly, & O'Gara, 2018)). Digital resources are also preserved for future use.

Challenges and opportunities

Collection development librarians encounter a lot of challenges in the process of formulating and implementing collection development policy. Budget shortage is the first major challenge for implementing an effective collection development policy. Libraries are the worst hit whenever the parent organization suffers budget cut. Often times you find items that are very relevant but not affordable. It is important to provide the librarian some level of discretion in the implementation of the CDP. The selection librarian should enforce internally-generated revenue like over dues and compensation for lost items. There is also for soliciting for grant to complement the shortfall in budget.

Another challenge is lack or inadequate skilled collection personnel. Collection development requires skilled personnel in selection, acquisition, computer operation, etc. (Jensen, 2017). Managing the e-resources without adequate skilled manpower is a challenging task for the librarians. The library staff needs different types of training as and when the new e-resources are acquired. Since the kind of e-resources available in the market is different and the technology is changing rapidly, the training of the staff is an ongoing process. If the library staff is not well versed with the available e-resources, they may not be in a position to assist the users in using the e-resources properly. Having a good collection of e-resources without enough skilled staff is wastage of money and space.

Unlike print materials, licensing agreement is very important for acquiring e resources. The license agreement of electronic resources is a complex issue that needs attention. The librarian should be able to identify the issues that need to be addressed while negotiating a contract. A well drafted license agreement is mandatory for the fair use of e-resources. Unfortunately, the present study revealed that the majority of the college libraries do not have a license agreement for e-resources (Benny, 2015). Information explosion poses another challenge. There is increased number of books published. Selection librarians are kept in a dilemma which information to select for which subject. This threat can be overcome by constant users' needs assessment. The library will work only with the recommendations emanating from the users.

Other challenges include: increase in the cost of books and journals, security in library environment, problems related to check the reliability and authenticity of the digital information, control over the copy right act, availability of library materials in various physical medium, increased demand of the readers, fluctuation in the exchange rate, etc. to overcome these challenges, the librarian should always go for materials that are relevant and cost effective, depending on the budget, electronic security gadgets are preferred. The library can go for CCTV device to tract any threat of theft. It is advisable to emphasize on purchase on local but relevant resources when the exchange rates are high.

Conclusion

Collection development in libraries is a very important exercise. Selection policies and practices play fundamental role in developing an un-bias collection that will serve the interest of clientele based on their requirement. Hence in order to develop the resources of the library in a more usable manner, users should be involved in the process of collection development. Developing an all-encompassing policy for selection is a herculean task. Aside the fact that it must keep with the mission and vision of the parent institution; it is a continuous and never-ending activity that requires never-ending flow of finances that is never achieved. Selection librarians should explore other means of generating revenue such as enforcement of overdue charges, soliciting for grants to complement library budget for improved services to their patrons.

Recommendations

It is recommended that selection librarians ensure development and implement written collection development policy the can serve the information requirement of their users. The written document should always be evaluated to take care of changes in the mission and vision of the parent body. While the paper recommends for improved budgetary allocation to the library, selection librarians should explore other avenues to improve on their internally-generated revenue by engaging in little but important businesses such as photocopying and binding services, indexing and abstracting services, and soliciting for internal and external aid.

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